

Summer 8-5-2013

## An Environmental History of Bowling Green State University's Community Gardens

Lin-z Tello

Follow this and additional works at: <https://scholarworks.bgsu.edu/honorsprojects>

---

### Repository Citation

Tello, Lin-z, "An Environmental History of Bowling Green State University's Community Gardens" (2013).  
*Honors Projects*. 15.  
<https://scholarworks.bgsu.edu/honorsprojects/15>

This work is brought to you for free and open access by the Honors College at ScholarWorks@BGSU. It has been accepted for inclusion in Honors Projects by an authorized administrator of ScholarWorks@BGSU.

An environmental history of Bowling Green State  
University's community gardens

Lin-z Tello

HONORS PROJECT

Submitted to the University Honors Program at Bowling  
Green State University in partial fulfillment of the  
requirements for graduation with  
UNIVERSITY HONORS

August 5, 2013

Amanda McGuire Rzicznek, General Studies Writing Program, Advisor

Heath Diehl, Honors Program, Advisor

## **Abstract**

Colleges and Universities across America are integrating “green” initiatives and environmentally focused programs into campus policy. Community gardens provide an example of one method that institutions are utilizing in an effort to showcase their commitment towards sustainability. This report focuses on establishing a framework that may be utilized in order to create a successful community gardening program at Bowling Green State University (located in Bowling Green, Ohio). Past community gardening programs at Bowling Green State University are analyzed in this study to determine how prior community gardening programs at the University disbanded. Current community gardening programs at the University of Wisconsin, Madison, Colby College, and Virginia Polytechnic and State University are discussed in order to highlight different methods of establishing and maintaining a community garden within a university/college setting. Finally, suggestions are made that would allow for a community garden to be established and maintained at Bowling Green State University.

## **Acknowledgments**

I would like to thank Amanda McGuire Rzicznek and Heath Diehl for acting as advisors throughout the process of writing this Honors Project. Their expertise along with their insightful comments and recommendations were integral to the completion of this report.

I would like to thank all of the individuals who were willing to be interviewed for this report. This project would not have been possible without their informative commentary and knowledge regarding Bowling Green State University and its past community gardens. In particular, I would like to thank Gretel Dentine, Jeff Meltzer, and Chelsea Graves for taking the time to answer my questions about his or her respective institution's community garden.

I would like to thank the staff at Bowling Green State University's Center for Archival Collections, located within the Jerome Library, for taking the time to help me locate information regarding Bowling Green State University's past community gardens.

I would also like to thank my family and friends for their support throughout the creation of this project. In particular, I would like to thank Christian Lengyel for providing the inspiration for this report and for aiding me in my research throughout the course of this project. This study would not have been possible without his knowledge, insight, and commentary.

## Table of Contents

Abstract.....	2
Acknowledgments .....	3
Introduction.....	5
History of Community Gardening Programs .....	9
Overview of Bowling Green State University .....	11
Methodology.....	17
History of Bowling Green State University's Community Gardens.....	19
Dr. Steel's Community Gardening Initiative .....	20
Dr. Palamar's "Crossings" Garden .....	26
Environmental Action Group's Community Garden .....	33
Rooftop Garden at The Oaks Dining Hall.....	36
Current Off-Campus Community Gardens.....	37
Case Studies Analyzing Current Community Gardens at other Universities .....	40
Case Study Methodology .....	41
Eagle Heights Community Garden at University of Wisconsin, Madison .....	45
Colby College Community Garden.....	50
Virginia Polytechnic Institute and State University's Dining Services Garden.....	53
Discussion of Case Studies .....	57
Conclusion.....	59
Works Cited.....	68
Glossary.....	72
Appendix .....	<b>Error! Bookmark not defined.</b>

## Introduction

American culture poses a dire threat to the environment as American's consumption habits continue to escalate. According to the Global Footprint Network (an organization that promotes environmental literacy by analyzing consumptive habits and creating a "footprint" that depicts the average consumer's pressure on the planet), "If everyone lived the lifestyle of the average American we would need 5 planets" ("Footprint Basics - Introduction"). Fortunately, as more Americans learn about the dangers that society poses to the environment, sustainable alternatives are being sought. Over the past few decades, a green revolution has bloomed across the world. This wide-scale shift in focus from over-consumption towards limiting impact on the Earth's ecosystems is largely due to the knowledge that the average American's habits pose a threat to humanity's only home. This green revolution has infiltrated many aspects of society, as citizens seek eco-friendly appliances for their homes, local and organic food to take home to their families, and automobiles that run on alternative fuels or simply require less petroleum to function. Businesses (ranging from multi-national corporations to family-owned and -operated ventures) are reaching out to consumers, attempting to meet their demands for **environmentally-ethical products**.<sup>1</sup>

Colleges and universities are no exception to this trend, as many schools have created sustainability initiatives and established green programs in order to attract prospective students, who are increasingly environmentally-conscious. According to Paul Rowland, Executive Director for the Association for the Advancement of Sustainability in Education (AASHE), approximately 1,000<sup>2</sup> educational institutions in

---

<sup>1</sup> Terms in bold can be found in the Glossary.

<sup>2</sup> I made every effort to find information regarding the number of institutions that are attempting to incorporate "green" initiative campus policies. Statistical data was lacking, and no conclusive list could be

the United States are focusing on sustainability operations and curriculum (Yates). AASHE has created a rating system that universities and colleges may utilize in order to highlight their commitment towards sustainability. AASHE's STARS program assesses a school's commitment to the environment by grading the school, focusing on three main categories of credits, including Education and Research (ER), Operations (OP), and Planning, Administration & Engagement (PAE). Participation in the STARS program requires gathering extensive data and sharing it publicly, and such a task represents a commendable commitment to sustainability. With over 250 institutions participating in AASHE's STARS program, it is clear that many schools are heavily investing in sustainable practices ("STARS - A Program of AASHE"). This trend towards a focus on sustainability is further illustrated by the fact that over 600 universities and institutions of higher learning in the United States have signed the American College and University President's Climate Commitment,<sup>3</sup> declaration of a school's commitment towards reducing carbon emissions and fostering environmental programs ("Mission and History").

One specific aspect of the green revolution that colleges and universities are attempting to incorporate into their business plans consists of a movement focusing on sourcing food sustainably. This food movement began in the 1970s with the onset of

---

found that identified the number of institutions that are focusing on integrating environmental policies into their business frameworks. I attempted to provide some context for the scope of this trend by citing AASHE and the American College and University President's Climate Commitment, two organizations that have compiled a list of participating institutions that have made a public commitment towards sustainability.

<sup>3</sup> The American College and University President's Climate Commitment consists of "a network of colleges and universities that have made institutional commitments to eliminate net greenhouse gas emissions from specified campus operations, and to promote the research and educational efforts of higher education to equip society to re-stabilize the earth's climate. Its mission is to accelerate progress towards climate neutrality and sustainability by empowering the higher education sector to educate students, create solutions, and provide leadership-by-example for the rest of society" (Mission and History).

food price inflation and the publication of several key works<sup>4</sup> that criticized the new industrial agriculture system (Pollan, “The Food Movement, Rising”). These actions taught Americans to think about the ecological implications of modern food consumption habits (Pollan, “How Change is Going to come”). Current issues within the modern, industrialized food system stem from the expansion of farms. While farming used to occur on a small scale, by individuals, it is now conducted on a vast scale by multi-national corporations. This new method of growing a large **monoculture** of crops relies on synthetic fertilizers and pesticides in order to maintain high crop yields. Production of animal protein has also changed. While animals raised for food consumption were once raised on small farms with ample access to the outdoors, they are now housed in large **Concentrated Animal Feeding Operations (CAFOs)**, where large numbers of animals are confined in a small space to be fattened up before they are slaughtered. CAFOs rely on high doses of antibiotics in order to keep the confined animals from catching illnesses and dying prematurely, and the waste generated by such a large quantity of animals with such high levels of chemicals and antibiotics in their systems is highly toxic. Aside from the threats posed on the environment by CAFOs, consumers must also contend with genetically-modified produce. Genetically-engineered produce poses health risks to consumers, although companies are not required to label such produce under current federal law, leaving Americans unaware regarding the food they are ingesting (“Our Failing Food System”). This industrialized food system has also contributed to the obesity epidemic and such diet-related diseases like diabetes, and has caused an increase in food-borne illnesses. According to Eric Schlosser (quoted in

---

<sup>4</sup> Pollan mentions works by Wendell Berry, Francis Moore Lappé (*Diet for a Small Planet*), and Barry Commoner in his article “The Food Movement, Rising” as being key influences on the food revolution that began in the 1970s (Pollan, “The Food Movement, Rising”).



an article for the *Stanford Business Graduate School* by Margaret Steen), author of *Fast Food Nation* and creator of the documentary *Food, Inc.*, the industrial food system is “a perfect vector for spreading diseases” (Steen). While public policy concerning these issues is lacking, popular consciousness regarding these issues is increasing, and consumers are beginning to demand changes (Pollan, “How Change is Going to come”).

Community gardens may serve as one component of a university’s sustainability program that specifically targets the above-mentioned issues concerning modern food production. Peggy Barlett states in her article titled “Campus Sustainable Food Projects: Critique and Engagement” that “food can be a strong location for campus sustainability efforts because of its economic clout, corporate connections and emotional resonance” (Barlett). Universities generate a large sum of money by serving food to students, faculty, staff, and visitors in dining facilities, and one method of increasing this already substantial amount of revenue is to promote sustainable food options (which consumers may be willing to pay for at a higher price). Furthermore, universities that choose to source food using sustainable methods may have a large impact on the food culture of the surrounding region, because area food distributors will need to change production methods as they seek to meet the university’s demand for ethically-sourced food. Finally, food has emotional resonance with consumers, as it is necessary for our survival. The fast pace of American society today dictates that consumers purchase food from business and companies that are often more interested in generating a profit than producing healthy, sustainable food products. Americans are growing weary of this trend and are beginning to source food items that are produced in

using more healthy or sustainable means. Universities may tap into this emotional connection with food by touting the items served in dining halls as being healthier and better for the environment, which ultimately builds consumer trust. Aside from use as a marketing ploy, attracting prospective students by highlighting the institution's commitment to sourcing local produce and reducing the school's impact on the environment, community gardens provide many other benefits colleges and universities. Many institutions of higher education have begun gardening programs in order to foster community bonding for both students and faculty, as it has been found that community gardens may build and nurture community capacity, or the "sum total of commitment, resources, and skills that a community can mobilize and deploy to address community problems and strengthen community assets" (Twiss et. al.). Additionally, schools may utilize gardens as a method of incorporating hands-on, **experiential learning**. According to Barlett, "community gardens and farmer's markets add an experiential learning component" to universities who chose to employ these programs (Barlett). Students benefit when institutions incorporate experiential learning programs into classrooms, as these classes offer hands-on experiences that may provide students with future advantages when searching for a career after graduation.

### **History of Community Gardening Programs**

According to Michael Broadway's article entitled "Growing Urban Agriculture in North American Cities: The Example of Milwaukee," community gardening in the United States began as early as the 1893 Depression. Broadway explains that the Mayor of Detroit created the first community gardens when he enacted a program that converted the city's vacant lots into gardens that were used to feed newly unemployed citizens.

These gardens were called “Pingree Potato Patches,” and news of the interesting solution towards reducing hunger prompted other cities such as Boston, Buffalo, Chicago, and Providence to create similar programs. These initial community gardening initiatives began to decline once economic prosperity was regained within the nation at large, although similar programs were created at the onset of World War I and World War II (in the form of victory gardens). More recently, cities began to reinstate such programs during the oil shock of the 1970s, and community gardening programs continue to benefit communities across the country to this day (Broadway). While community gardens have historically served as a method of alleviating hunger in impoverished communities, today these gardens are utilized by a diverse group of individuals including newly arrived immigrants (as gardening may help immigrants maintain cultural traditions through ethnic food production) as well as individuals who are focused on providing locally-sourced, healthy produce for his or her personal consumption. Community gardens also allow citizens in urban areas the ability to produce their own food, when otherwise they would be unable to do so, due to a lack of space or ownership of arable land (Twiss et. al.).

Community gardening programs take several forms. Two of the most popular formats for community gardens include an **allotment garden**, or a garden that is divided into individual plots that will be tended by one gardener; the second popular format for a community garden is a **collective garden**, in which all volunteers benefit and can gather produce from the garden as a whole, with no personal ownership over any one part of the garden. Recently, school gardens have grown in popularity and these gardens represent a third format that community gardening may take. School

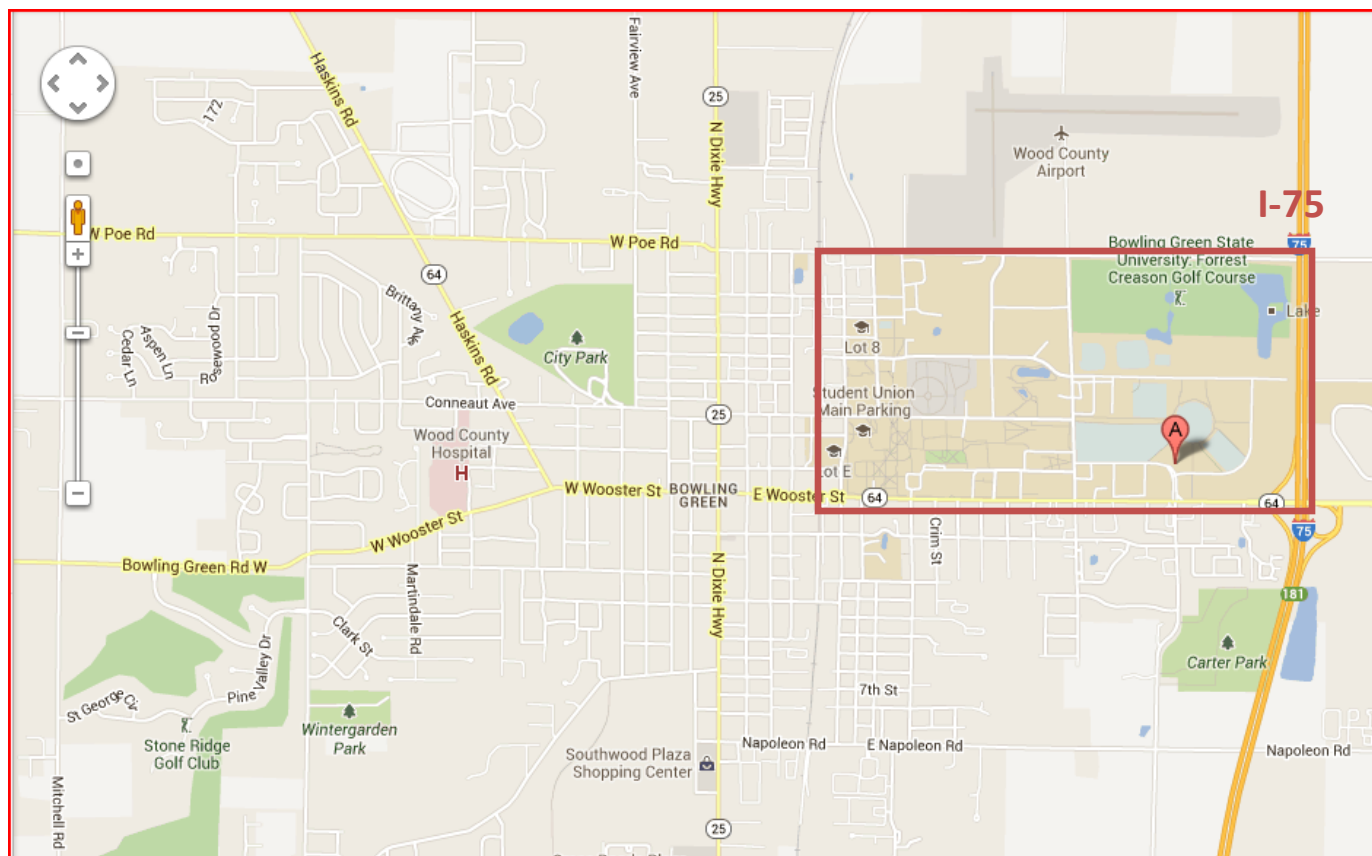
gardens benefit students by acting as an outdoor classroom for a variety of classes, all the while producing food for the school's cafeteria (Heide). Colleges and universities have recently begun to incorporate community gardens and similar programs into their campuses in order to promote sustainability. Peggy Barlett conducted a study that sampled 30 American colleges and universities that were identified over a five-year period as innovators in sustainability, specifically through food production efforts.<sup>5</sup> Barlett considered schools from all geographic regions in the United States, including both public and private institutions. According to Barlett's study, "many campus projects are at an early stage" as the trend towards incorporating green initiatives focusing on food production is relatively new, having emerged over the last two decades (Barlett).

### **Overview of Bowling Green State University**

While gardens offer many benefits to the institutions that choose to utilize such programs, relatively few colleges or universities have set forth to create such initiatives. This, however, is not the case for one school located in northwest Ohio. Bowling Green State University (hereafter BGSU), located in Bowling Green, Ohio (see Figure 1), has established at least three community garden projects over the past few decades, and the surrounding community currently houses two community gardens (which are not affiliated with the university).

---

<sup>5</sup> No conclusive list could be found that depicts the total number of institutions that are incorporating community gardens into their sustainability initiatives. Furthermore, Barlett's study was one of the only peer-reviewed studies that I found while researching this trend that provided any context for the prevalence of community gardening at colleges/universities in the United States.



**Figure 1** Map of Bowling Green, Ohio, including the campus of BGSU, which is roughly boxed in red. Interstate 75 is showcased in order to provide context for the school's location (Google Maps).

BGSU was founded in 1910 as a teacher training institution, although in 1929 the school expanded to allow students to pursue four-year degrees through the College of Education and the College of Liberal Arts. In 1935, the school achieved full university status, and currently the university has several colleges, including the College of Education & Human Development, Health & Human Services, Business Administration, Arts & Sciences, Technology, and Musical Arts (“History and Traditions”). Today, the school caters to students representing all 50 states and over 70 countries, with more than 800 full-time faculty members (“About BGSU”). While this state university is situated in a small town setting, over 17,000 students attend classes at BGSU (*FindTheBest.com*).

BGSU, like many other schools across the nation, has shown dedication towards the environment by establishing a multitude of green initiatives. The school currently employs a campus-wide sustainability coordinator, whose job is to establish and maintain environmentally-focused programs and initiatives. BGSU also offers a variety of environmentally-focused majors to its students, including environmental science, environmental health, and environmental policy. Furthermore, recent renovations to campus buildings as well as new construction has resulted in the school housing at least four **Leadership in Energy and Environmental Design (LEED) certified** structures on its campus, including two state-of-the-art dining facilities (“Office of Sustainability.” *Bowling Green State University*). Finally, BGSU has joined the ranks of other dedicated schools by signing the aforementioned American College and University President’s Climate Commitment, with the goal of reaching carbon neutrality.

In order to assess BGSU’s commitment towards the environment, I compared BGSU to a group of similar schools in the region. I identified comparable schools by utilizing *FindTheBest.com*’s university/college comparison guidelines, which analyzed the number of students attending each school as well as each school’s rankings and other key criteria. I searched for information in the database concerning BGSU, and the website provided a list of similar schools in terms of class size, the total number of undergraduate and graduate students enrolled, and other criteria. Three schools that are comparable to BGSU include Ohio University, the University of Toledo and Wright State University.

Around 26,000 students attend Ohio University (hereafter OU) in Athens, Ohio (*FindTheBest.com*). This University employs a Director of Sustainability, and has also

signed the President's Climate Commitment. OU has also created a long-term sustainability plan and utilizes many "green" programs, such as a composting program and other various green initiatives ("Office of Sustainability." *Ohio University*).

The second school that was considered as comparable to BGSU was the University of Toledo, located in Toledo, Ohio (hereafter UT). Approximately 22,000 students attend UT, and this school has also signed the President's Climate Commitment (*FindTheBest.com*). UT also has a Director of Energy Management, and the University utilizes many green programs through its SEED initiative, representing its commitment towards Sustainability, Energy Efficiency and Design ("The SEED Initiative").

Finally, Wright State University (hereafter WSU), located in Dayton, Ohio, is slightly more comparable in terms of size to BGSU, with around 18,000 students in attendance (*FindTheBest.com*). WSU also employs a Director of Sustainability, and the school recently signed the Tallories Declaration,<sup>6</sup> an environmental commitment similar to the President's Climate Commitment. WSU has many green initiatives, including a campus community gardening program that was created in 2012, through which produce is grown and donated to the WSU Food Pantry ("Sustainability").

Overall, it is clear that schools in the region are making strides to lower their impact on the environment, and BGSU is no exception to this trend. BGSU has already made many strides in its commitment towards sustainability. BGSU has created

---

<sup>6</sup> The Tallories Declaration was "composed in 1990 at an international conference in Talloires, France, this is the first official statement made by university administrators of a commitment to environmental sustainability in higher education. The Talloires Declaration (TD) is a ten-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities. It has been signed by over 350 university presidents and chancellors in over 40 countries" ("Tallories Declaration").

sustainability initiatives that focus not only on operations (through incorporating sustainable features into new construction and by reducing emissions), while also focusing on civic engagement (by establishing “green” initiatives that focus on raising environmental awareness and educating students about consumption habits). Other institutions, like OU and UT, have chosen to focus on creating sustainability initiatives that focus on campus operations. WSU and BGSU are more unique in the sense that these institutions are not only reducing emissions, but are also educating students and visitors about environmental issues, through a variety of additional “green” initiatives. While BGSU may not be unique in the sense that it is pursuing sustainability strategies, BGSU should continue to pursue this goal and incorporate a variety of programs into its sustainability plan.

I am particularly invested in BGSU’s future, as I will soon graduate with a bachelor of science from the institution. I have attended BGSU for the past four years as an undergraduate, and I am honored to have gained much knowledge through a liberal arts education in its halls. I am sure that each student experiences courses at university that broaden his or her knowledge and perhaps change his or her perspective on certain topics, and I am no exception to this rule. One course in particular has had a lasting and profound impact on my life, by introducing me to the issues inherent in the industrial food system. As a first-year student at BGSU I was required to enroll in a General Studies Writing course, but I opted to take an Honors version of the course as I am a member of the University’s Honors Program. The course required that students research topics relating to food and write several papers about their findings in order to hone students’ writing skills and to prepare them for future research projects. To be



completely honest, I enrolled in the course because I was enticed by the idea that I would be able to study and eat food while fulfilling a requirement that I needed to graduate. Prior to taking this course I was unaware of the environmental impact that food has in our society or of the myriad other negative impacts of our current industrialized food system. The General Studies Writing course highlighted hot topics regarding food production, such as the benefits of organic food production as well as the growing movement focusing on sourcing food locally. This first-year writing course opened my eyes and preyed on my heart, and I have forever been changed by the knowledge that I acquired. In fact, I felt so passionate about the issues that were discussed in the class, that I changed my major in order to learn more about the environment, and to someday find a career that would allow me to educate others about these issues and to help turn-back the negative impacts that industrial food production has made on the environment over the last century. I have since participated in an internship at an organic **Community Supported Agriculture** program, volunteered at a local community garden, and studied abroad in the United Kingdom, all in order to further satiate my desire to gain more knowledge about the far-reaching environmental impacts that society's consumptive habits impose on the environment. I find that as I approach the end of my undergraduate career, I feel tethered to the institution that has served as my home for the past four years, and I also feel compelled to see new environmental initiatives take place.

This report serves as the capstone Honors Project that I am required to create in order to graduate from BGSU as a member of the University's Honors Program. As I began to consider topics that I might pursue for this capstone project, I realized that I

ultimately wanted this project to serve future students, faculty, and staff at BGSU in a positive way by showcasing the university's history while prompting future changes at the school. While I am a proud falcon, I know that BGSU can make further steps to limit its impact on the environment, and I urge the school to continue to consider any avenue that would benefit its students, faculty, staff, and the surrounding community in this regard. I hope that I will be able to impart some knowledge regarding the topics that I am most passionate about through the completion of this project before leaving this institution. As such, the goal of this paper is to identify and document the community gardens that BGSU once housed, in order to analyze the setbacks of these past initiatives and determine any future implications for a potential community garden at BGSU. I hope to identify the key reasons these past gardens failed to be successful in the long-term, as well as to formulate a comprehensive plan that would facilitate the creation of a future community garden at BGSU. It is my strong belief that a community garden, or a related gardening project, would benefit both students and faculty at BGSU, while helping the school to reach its goal of attaining carbon neutrality.

### **Methodology**

I employed a variety of methods while researching BGSU's past gardens for this report. Qualitative and field research forms the bulk of the research that was conducted for this study, in the form of personal interviews with current faculty and students attending BGSU, as well as faculty members with knowledge regarding the former community gardens that BGSU once housed. I chose to interview certain subjects after consulting with the faculty advisors that aided me in the creation of this project. I also utilized my own knowledge of the BGSU campus and surrounding community of

Bowling Green (as I had attended classes at the university for three years before beginning this project) when identifying interview subjects. Furthermore, interviews were conducted with community garden program directors from a variety of other institutions in order to ascertain the key components that current, successful<sup>7</sup> gardens require in a university setting. I was able to identify these interview subjects after conducting initial research regarding schools in the country with community gardens. After identifying a list of colleges and universities with community gardens (by analyzing journal articles and articles in online periodicals such as the Princeton Review), I acquired contact information for each school's community garden and then consulted the appropriate sources in my interviews. The majority of the interviews that were conducted for this paper consisted of email correspondence, although a few interviews were conducted in person, and one interview was conducted over the phone. The interviews that were conducted in person or over the phone generally lasted around an hour, and a variety of questions were asked (see Appendix F for interview questions).

In order to supplement the data from the above mentioned interviews, archival research was also conducted to find additional primary sources in the form of documents regarding BGSU's past gardens. Data was collected via BGSU's Center for Archival collections, located in BGSU's Jerome Library. A few key sources were consulted through this venue, including grant proposals that were written for some of BGSU's community gardens. The primary sources detailing BGSU's community gardens added insight and helped refute or support comments made from students,

---

<sup>7</sup> For this report, I chose to define a successful gardening program as a program that manages to meet or exceed its initial goals by serving the college/university community as well as meeting the needs of area citizens who may or may not be affiliated with the college/university. Furthermore, successful gardening programs gain interest over time and grow in terms of size, economic investment, agricultural production, or civic involvement (or any combination of these factors).

staff, and faculty members who were interviewed regarding BGSU's gardens. Finally, library research was conducted in order to gain further insight regarding the history of community gardens and the recent surge of university community gardens. Past BGSU yearbooks and microfilm articles of BGSU's newspaper *The BG News* were analyzed in order to identify gardens that were once housed at the university. Additionally, peer-reviewed articles from academic journals provided further insight regarding the benefits of community gardens, in both residential and university settings.

While qualitative research is prone to bias (as interviewees may not accurately recall facts, or may insert their own personal bias when providing information), such research was largely necessary to gather much of the data needed for this report, as few records exist that depict past gardens at BGSU or current gardens at other universities. I encountered much difficulty when conducting research, since few documents could be found regarding BGSU's past community gardens; furthermore, community gardens at other universities often did not have much documentation either. Complicating matters further, most of the documentation that was available was largely incomplete, which made it difficult to create solid conjectures regarding BGSU's past gardens or gardens at other schools. Therefore, the interviews that were conducted for this study comprise the basis of this report, although I made every effort to round out these sources with other factual evidence in the form of grant proposals, newspaper articles, and other sources of information.

### **History of Bowling Green State University's Community Gardens**

After conducting numerous interviews with faculty and staff members from BGSU, and searching for grant proposals and other documents related to BGSU's

former community gardens, I was able to identify that three separate gardens had served BGSU in the past, along with one gardening initiative that serves the larger community of Bowling Green.

### **Dr. Steel's Community Gardening Initiative**

The first of these gardens was proposed by Dr. Steven Steel (who was employed as a lecturer for the University's Environmental Programs department<sup>8</sup> at the time) in 1998. Steel submitted a grant proposal to the Partnerships for Community Action (PCA) committee, which awarded grant funding to projects that sought to serve both BGSU and the surrounding community of Bowling Green (for more information regarding the history and demise of BGSU's PCA committee, see Appendix C). Steel's proposal sought to convert 100 acres of land owned by BGSU to a restored habitat and community garden space. The proposal specifically requested initial funding for the community garden, which would be used by citizens of Bowling Green and BGSU participants. The targeted land was north of Poe Road and east of Mercer Road, intersecting I-75 (see Figure 2, below). This area included a small woodlot and a driving range for Forest Creason Golf Course, although much of the land was currently leased out by the University to farmers who performed intensive **row-crop agriculture** on the site (Steel, Grant Proposal).

---

<sup>8</sup> Some re-organization of this department has occurred over time. At the time of this particular grant, in 1998, the department went by the title of Environmental Programs, although the department is now referred to as the department of Sustainability.



**Figure 2** Map displaying the proposed site for the restoration and gardening site. The entire area is outlined in orange, while the site of the present day restored habitat is outlined in red. Interstate 75 and Poe Road are showcased in order to provide context for the garden's location (Google Maps).

A selection of BGSU students, faculty, and concerned community members did not approve of this current use of the site, as the current method of agriculture implemented on the land had numerous degrading impacts on the surrounding water and soil (see Appendix A for a list of concerned students, faculty, and citizens, as well as a selection of letters in support of the grant proposal). The land was utilized as a site for corn production, and the site consisted of a monoculture that relied on industrial agriculture techniques (such as pesticides and other environmentally-degrading chemicals) for production. This group of citizens and BGSU representatives also had issues with the University's failure to create a long-term management plan<sup>9</sup> for the area. Furthermore, the land did not provide for enhanced education or research opportunities at the time, which was especially detrimental as the university did not own a field lab for Environmental Science students (a major which consisted of nearly 250 students at the

<sup>9</sup> A management plan (in this context) refers to a detailed plan that would highlight the university's future use of the land. The lack of a management plan concerned the citizens and BGSU representatives, since the University did not have any set goals that would allow for the future environmental protection of this land.

time), nor did the university maintain a field site for **agroecology** or **ecological restoration**. Overall, the group of concerned citizens and BGSU representatives sought to create a management plan that would allow for the land at the site in question to be protected and restored as a natural habitat. Restoring the site would allow university classes to utilize the land, creating an easily accessible site for field research, which the University lacked at the time. The university lacked research space or a site that would allow students to conduct field-work and research, and this grant proposal sought to address these needs (Steel, Grant Proposal).

Steel's proposal allowed for community outreach by converting the use of the land from intensive agriculture to a restored habitat and gardening space. In a personal interview, Steel explained that his main motivation for creating the garden proposal was to create a space that could be utilized by his students for research. According to Steel, much of the Department's focus at the time centered on ecological restoration, which mainly occurred to the north, at a site located within Oak Openings Metropark in Toledo, Ohio. Steel sought to create a more local destination that students could utilize for ecological restoration. Largely, Steel hoped that the space could be used by his Environmental Problems (ENVS 3010) students, as the class was structured to consider the feasibility of creating a **green belt** (Steel, Personal Interview). While the site focused on research, organic agriculture was also promoted for use on the site, as it would be less **intensive** than the chemical-ridden, industrial agriculture currently conducted on the site, while preserving water and soil quality. Steel argued that creating this restored habitat and community garden space would allow for the expansion of educational opportunities (by creating a site that could be utilized by university classes

for field research and experiential learning), while assisting in recruiting students, by differentiating BGSU from other colleges and universities (Steel, Grant Proposal).

The proposal was accepted, and funds were provided in order to create the restored habitat and community garden space. In 1998, only one to two acres were used as agricultural land, while the rest of the area was meant to stay **fallow** in order to allow chemicals to leach out of the soil. All agriculture conducted on the site was organic and chemical-free. Originally, Steel argued that the site could house demonstration and research plots (showcasing natural agriculture, crop rotations, and other agricultural concepts), as well as community garden plots that could be used by students, faculty/staff, and Bowling Green community members. The proposal outlined plans to eventually develop a Bowling Green Community Supported Agriculture initiative as well, although this project never came to fruition (possibly due to a lack of funds or administrative support). The funds acquired through the PCA grant provided for a small storage shed, used to house tools and equipment. Funds were also used to buy seeds and other materials needed for the gardening space. Compost bins and **cold frames** also were scheduled to be constructed, which would allow for a three-season harvest. The proposal also outlined a long-term goal of incorporating a greenhouse in order to allow for year-round harvest. The proposal also identified an oversight and planning committee, to be made up of BGSU students as well as faculty and staff and Bowling Green citizens. The intention of the proposal was that the garden would be managed primarily by students enrolled in Environmental Studies courses, as well as interns, students conducting independent study projects, and student volunteers from various



organizations, as well as faculty/staff volunteers and interested community members (Steel, Grant Proposal).

While the grant proposal called for ecological restoration of the area as well as maintenance of research gardening plots, initial funds were utilized primarily for the community gardens. While the community garden no longer exists at the site, the restored habitat remains on the site today in the form of a prairie, and is utilized by BGSU classes occasionally, although the site is no longer maintained as an active ecological restoration site, in the sense that restoration initiatives are no longer maintained at the site (Steel, Grant Proposal).<sup>10</sup>

After conducting a personal interview with Steel, as well as researching correspondence between Steel and the PCA committee regarding the grant that was awarded in 1998, it is clear that certain key components of this garden led to its demise. The first issue that arose for this particular gardening project was focused on the availability of University-owned land to be used for the initiative. Initially, Steel proposed that the gardening and restoration project should occur on University-owned ground, north of Poe Road. However, the University did not agree to contribute the proposed land for the project's use. Currently, the restoration project mentioned in this proposal exists on the site, although any sign that a community garden existed on the site is gone. Steel explained in a personal interview that the restoration project occurred after the community gardening program began, although the gardens were not situated on

---

<sup>10</sup> I have personally visited this restoration site through a field trip that was conducted as a part of the Field and Lab Methods (ENVS 3010) class, a class that all Environmental Studies students are required to take in order to graduate. Classes utilize the site in order to conduct field research, which allows students to gain hands-on experience working in a field setting to collect data. This is a skill that is necessary to foster in students, as many careers relating to Environmental Science (and other related sciences such as Biology and Botany) require.

land that was suggested in the grant proposal. Steel explained that the original scope of the restoration project was to restore the entire 100-acre area, although the University did not agree to a project of such a large scale, as the school did not want to lose the money it gained from renting the area out as farmland (Steel, Personal Interview). Therefore, the prairie restoration and community garden programs were scaled back. Instead of placing the community garden and prairie restoration projects on the same site, the gardening portion of the project was first uprooted to a residence owned by Professor Paul Yon, of BGSU. This site did not prove favorable, however, because it was too far removed from BGSU's campus,<sup>11</sup> so the project was again moved to a different residential location along the corner of north Main Street and Frazee (Steel, Grant Proposal). While this final location was closer to campus, it was not on land owned by the University outright, which proved an issue for the longevity of the gardens. Furthermore, Steel argued that a future site for a garden must be located more centrally on campus as he felt that "students will not be willing to travel too far for a gardening plot" (Steel, Personal Interview).<sup>12</sup>

A second cause of this garden's failure to remain prosperous in the long-term was the fact that few people were initially involved in the project. The grant proposal states that the "number of direct participants was disappointingly low for the initial year," as only 20 people were listed as being actively involved of the gardens.<sup>13</sup> The grant

---

<sup>11</sup> The grant proposal fails to provide an exact location for this garden, merely mentioning that the garden was located South of BGSU's campus at the time.

<sup>12</sup> While Steel does not go further to explain why he feels a centralized location would be necessary for a garden's success, I assume that he felt that the off-campus location of the community garden hindered student involvement in the project.

<sup>13</sup> It is difficult to determine why Steel felt such disappointment at having 20 members initially involved in the program, as he does not specify further what led him to feel this way in his grant proposal. According to the proposal, around 250 students had declared environmental majors at the time, so perhaps Steel assumed more students would be interested in the project. The proposal also fails to mention whether or

goes on to express hope that the garden would gain more popularity in the coming years, although it appears that this was not the case, as the garden ended a few short years after its inception (although no concrete end date for the project could be found) (Steel, Grant Proposal).

Finally, this community garden project lacked continuous support in the form of funding and maintenance from students, faculty, staff, and administration. As the PCA grant simply provided start up funds for the program, it was necessary for other sources of funding to be identified for future growth of the program. If the program were to continue on successfully, then it would be necessary for more students, staff, and faculty members to gain interest in the project, since the project depended on volunteer involvement due to the lack of an established position allowing for continued maintenance of the garden. Furthermore, Steel (the faculty member who largely created the project) soon left the University, leaving the project without further leadership. Without a strong leader from either BGSU's faculty or administration, and with very few participants involved in the program to carry on its legacy, the garden ceased to exist in the coming years (Steel, Personal Interview).

### **Dr. Palamar's "Crossings" Garden**

In 2002, another community gardening grant proposal was submitted to the PCA. This new initiative was spearheaded by three co-directors, including Collette Palamar, an instructor from the Center for Environmental Programs; Grace Nash, Director of Activities for the Wood County Committee on Aging; and J. Steve Fulks, director of the gerontology program at BGSU. The grant set out to establish a partnership between

---

not these 20 volunteers were mainly students, faculty, or staff. Also, the proposal does not specify if students who were involved in the project did so out of their own free will or simply because they were required to volunteer in the garden for a class.

the University and the community, by allowing elderly citizens of Bowling Green to volunteer at an organic gardening site. Furthermore, produce from the site would be donated to the Wood County Senior Center (Palamar, Nash and Fulks).

Interestingly, this new PCA grant mentions that Palamar was currently acting as manager of BGSU's campus restoration project (the same prairie restoration project mentioned in Steel's earlier PCA grant), and that she had overseen the installment of community gardening plots at the site. This campus restoration project was the same initiative that Steel had piloted in the PCA grant from 1998. When I mentioned this to Steel in an interview, he mentioned that Palamar had taken over the project when he left. I sought to interview Palamar in order to assess how the gardens came to fruition, but was unable to establish contact with her, as she is no longer in the area and does not work at BGSU presently. Therefore, it is difficult to establish any details regarding the creation of this community garden, but it appears that the gardens were eventually installed at Steel's initial proposed site, along Poe Road in Bowling Green, on campus property. A graphic included in Palamar's grant proposal depicts the restoration site, and mentions that 16 gardening plots had been installed in the Spring of 2001 (see Appendix B for images of the Crossings Garden and a map of the site) (Palamar, Nash and Fulks).

Palamar's PCA proposal sought to set an example of small-scale organic agriculture for the surrounding community, in order to educate citizens on the benefits of organic gardening, and to provide the knowledge and tools necessary for interested citizens to create their own backyard gardens. This grant proposed an expansion of the current gardens, by suggesting that 16 additional gardening plots be installed at the site.

Palamar argued that expanding the gardening project would provide healthy, organic produce to older citizens who may not be able to garden on their own. Finally, the initiative would provide educational opportunities (as the site would serve as a space where field research could be conducted and field trips could take place, allowing students to learn about different methods of food production) to both students and community members, while promoting relationships between students and senior citizens (Palamar, Nash and Fulks).

Palamar explained that the project would incorporate two student interns from the Environmental Programs department, and another two from the Gerontology department. These interns would work with senior citizens who showed interest in volunteering at the site, while keeping a record of the success of the project for posterity. The proposal explained that students enrolled in Introduction to Environmental Science (ENVS 101) and Environmental Problems (ENVS 301) would work with interns to prepare the existing gardens for the upcoming growing season and to create the new gardening plots. While the Environmental Science interns would focus on the upkeep of the garden, as well as conduct research regarding best planting practices and recording harvest, the Gerontology interns would focus more on interacting with the elderly volunteers at the site by interviewing volunteers and assessing their interest in the project. The project outcomes would be assessed by analyzing the varieties of plants located at the site, and the amount of produce received from each plant variety. The budget for the grant centered on purchasing supplies for raised beds as well as tools, seeds/seedlings, mulch, compost, a lawn-mower, and compensation for the student interns (Palamar, Nash and Fulks).

Palamar was successfully awarded the necessary funds to expand the community garden. After six months, Palamar described the initiative as a “fledgling success”. Palamar explained that students and interns had installed the 16 additional raised beds in the spring of 2002. Two student interns, Diana Golob and Janet Hall, were selected from the Center for Environmental Studies. No further mention is made regarding the Gerontology department’s participation in the project; one assumes that the department withdrew from the project, although no concrete evidence suggests this (Palamar, Nash and Fulks). The report goes on to mention that a new partnership had been forged with Wood Lane Residential Services, a local company that provides care and housing to residents of Bowling Green with developmental disabilities (“Services”). Palamar explains that she was approached by Gina Baker, an Americorps volunteer, who sought to establish a connection between the gardens and Wood Lane, in order to allow mentally challenged senior citizens to enjoy the gardens. While this partnership was not initially planned out or detailed in the PCA grant, Palamar welcomed the new participants with open arms, and she went on to explain that she hoped to allow Wood Lane residents to rent out individual plots in the garden in the coming years (Palamar, Nash and Fulks).

The proposal documents included two reports produced by student interns Janet Hall and Diana Golob. These reports provide further information regarding the maintenance and success of the project. In Hall’s report, she explains that the site not only contained community garden space, but also consisted of a native butterfly garden and prairie restoration site. Hall explains that the butterfly garden site was merely five feet away from the gardens. While caterpillars from the butterfly gardens would

occasionally disrupt the agricultural crops, volunteers were taught to embrace this challenge, as it was a sign of the success of the other surrounding initiatives taking place at the location. Organic gardening practices were largely used in order to have no adverse impacts on the surrounding butterfly and prairie projects, as any harmful chemicals applied to the garden crops could leach into the soil or have negative impacts on the surrounding area. Hall also details that the gardens mainly followed a **square foot gardening** layout, a concept that was pioneered by Mel Bartholomew in the book *Square Foot Gardening* (first published in 1981). This method of agriculture focused on planting crops within a square foot, rather than in the traditional row-crop formation that is utilized by industrial monoculture. By planting produce within a square-foot frame, gardeners have better access to plants and can more easily maintain gardens when weeding and watering crops. Hall also explains that 16 plants were positioned within each square-foot space, but suggested that in the future this number should be reduced to 12 per plot, in order to allow each individual plant more room to grow. Hall goes on to explain that two open houses were held at the gardens, which allowed community members to visit the site and learn more about the project. Hall also mentions that Holly Myers, a Lecturer for the Center of Environmental Programs, brought a class of AIMS<sup>14</sup> students to visit the site for a lecture on biodiversity during a 2002 summer session field trip (Hall).

Intern Diana Golob went on to describe the initiative in more detail. Golob explains that the gardening plots included two theme gardens. The theme gardens

---

<sup>14</sup> BGSU's Academic Investment in Mathematics and Science (AIMS) program seeks to "increase the number of women and students of color who graduate from BGSU with majors in Science, Technology, Engineering & Math (STEM), and who proceed to get terminal degrees in their fields then ultimately perform cutting-edge research and/or teaching ("To reach the stars").

consisted of an herb garden and a “salsa” garden, in which the different components necessary for salsa were planted (such as tomatoes, peppers, onions, and herbs).

Golob also explains that certain plant species were incorporated into the gardens to benefit the agricultural crops in some manner. Flowers such as Gazania and marigolds were planted amidst crops in the square-foot gardening space; as research suggests that these plants may help ward off pests or replenish soil with additional nutrients.

Golob’s report also identifies that not having a steady water supply was a large point of concern for the gardening project. A shed had been installed at the location using funds from Steel’s previous PCA grant, and rain barrels had been installed next to the shed in order to collect water for the crops. However, Golob explains that the summer was very dry and that interns struggled to acquire the water needed to maintain the crops. Golob mentions that she had to bring water to the site from her home on a few different occasions, and that the interns also had to borrow water from the nearby driving range at least once over the course of the summer. In order to combat this issue in coming years, Golob proposed the installation of a **grey water** system at the site that would utilize excess grey water from the nearby driving range in order to irrigate crops. Finally, Golob mentions that while the senior citizens greatly appreciated the donations of produce, they did not seem very keen on volunteering at the location due to the heat and the sheer difficulty of gardening (Golob).

Over the course of the 2002 growing season, Palamar’s team helped to solidify an existing garden concept on BGSU-owned property by expanding the gardens and by forging partnerships with community organizations, including Wood Lane Residential Services and the Wood County Senior Center. However, it is difficult to truly assess the



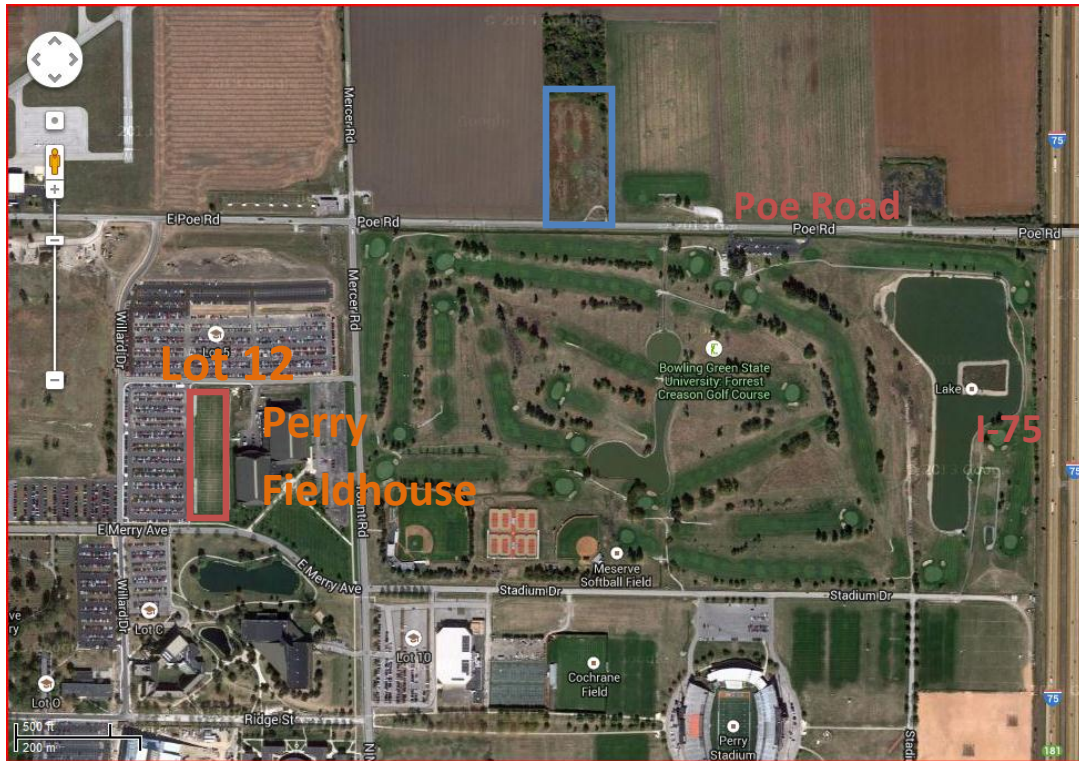
success of this gardening initiative, as no records were kept regarding the number of participants who actively volunteered at the site. The grant proposal only mentions that the two interns maintained the site, along with one very active senior citizen and a family who lived nearby. Furthermore, a detailed record of the harvest was not provided (possibly due to the fact that the student interns were placed in charge of these records, and a lack of experience working in such a capacity may have led to poor record keeping). While interns did keep a record of the varieties of produce that were planted in the garden and scored each plant in order to assess the success rate of the different plants, they failed to describe the system that was used in order to assign these marks. The only information that was provided was that the interns assigned a rating of 1 to 3 stars in order to showcase the vitality of each plant variety (Hall). Therefore, one does not know whether the plants with three stars (the most successful plants using the interns' scale) produced the most fruit, the largest fruit, or whether the plants simply grew to be the largest.

It is difficult to determine what exactly led to the demise of this particular gardening initiative, because I have yet to find more information regarding the end date of the project in general. It seems that the project suffered from internal issues, as evidenced by the fact that the Gerontology Department never assigned interns to the project or showed further participation in the program aside from helping to create the initial grant proposal. The lack of records pertaining to the number of volunteers or the harvest further complicates the matter of assessing the garden, as it is difficult to clearly determine how much interest was sustained in the program or how successful the program was at meeting its goals of providing produce to local senior citizens and

forging bonds between senior citizens and University students; I, therefore, must speculate that the garden did not remain successful in the long term due to a lack of interest in the program, combined with physical issues such as the lack of water at the site.

### **Environmental Action Group's Community Garden**

The final community garden that was found to previously exist on BGSU's campus was initiated by a student organization called the Environmental Action Group (hereafter EAG) in 2004. I initially heard about this garden while conducting preliminary interviews with Dr. Holly Myers, Lecturer for BGSU's Department of Sustainability. Myers explained that a student-run garden had been created in the early 2000's (Myers). I also conducted an interview with Dr. Nick Hennessey, BGSU's Sustainability Coordinator. Hennessey was able to provide me with some information regarding this student-led garden, mainly by explaining that the garden was located on a grassy patch of land that is now used by the university marching band for practice. Hennessey also stated that the garden was fairly small and was only used during the summer months (Hennessey). An article published in the University newspaper, *The BG News*, described the garden in more detail. According to the article, "U. Group will Plant Community Garden," the garden was created by students Dena Swaney and Jaclyn Mercede, co-presidents of EAG. The students chose to place the garden on campus, next to parking Lot 12 and the Perry Fieldhouse (see Figure 3 below).



**Figure 3 Map of BGSU showcasing Lot 12, Perry Fieldhouse and the location of the EAG community garden (boxed in red). Interstate 75 and Poe Road are showcased to provide context for the map, and the site of the Palamar/Steel garden is boxed in blue as well (Google Maps).**

This location was chosen as students felt it was a large enough site that would enable expansion of the garden in coming years, and that the site had good visibility because it was in close proximity to a popular parking lot utilized by students. The students sought a location that was easily accessible for students, in order to best facilitate volunteer efforts at the garden. Furthermore, a highly visible location would ensure that the garden was well-known by the university community. Swaney explained that she came up with the idea of creating a community garden at BGSU after participating in a class trip to New York City's South Bronx, where she visited a community garden and gained inspiration. Swaney argued that gardening is a positive way to bring people together, and it can foster neighborhood development, beautification, recreation, and therapy. Mercede further explained that the goal of creating a community garden on campus was

to educate fellow students about food production and the importance of natural resources (Delisio).

EAG's community garden largely consisted of a variety of vegetables, flowers, and herbs contained in raised beds, with some additional supplies such as a trellis for climbing plants and a fence. The key goal of the "Campus Community Garden" was to produce a large amount and variety of produce, which would potentially be donated to area businesses (Delisio). One of the proposed recipients of the garden's produce was Squeakers, a local restaurant that served the community of Bowling Green with vegetarian and vegan dishes as well as holistic products from its inception in 2000, to its closure in 2012 ("Squeaker's Vegetarian Café"). The produce in the community garden was grown organically, and the project aimed to incorporate other environmentally-conscious procedures, such as recycling and rain water retention, that would highlight different methods students could utilize to lower their impact on the surrounding environment (Delisio).

It proved difficult to garner further information regarding EAG's community garden, as the group did not create a grant proposal in order to fund the garden; it seems that the organization must have used its own funds to establish the project. Also, it appears that the community garden located along Poe Road had ended by 2004. However, due to the lack of records concerning the garden, it is difficult to establish when EAG's garden ended. Since Hennessey remembers seeing the EAG garden in action when he first began working at the university nine years ago, I can assume that the EAG garden must have ended sometime around 2006 or 2007, shortly after Hennessey began working at the University (Hennessey). Myers suggested that

the garden suffered from a lack of volunteers and water shortages (Myers). The fact that the garden was run by a student organization with little to no support from faculty, staff, or administration appears to be the largest stumbling block for this garden, as it would create a large issue for the project to continue once the students who initiated the program graduated.

### **Rooftop Garden at The Oaks Dining Hall<sup>15</sup>**

After EAG's garden fell to the wayside, Dr. Hennessey explained that he used the same patch of land in order to create a garden for one of his classes. Hennessey taught a class focusing on sustainability through BGSU's Chapman learning community (located in Kohl Hall) around 2007, and one of the projects conducted by the class was to construct some cold frame mini hoop houses and to grow some vegetables within these hoop houses. Hennessey's class garden did not follow the concept of a community garden necessarily, but it was built on the footprint of the EAG garden. This was a short lived garden, as Hennessey only taught the class through the Kohl Hall learning community for two years, and the concept was not pursued further after the class was finished (Hennessey).

Hennessey went on to describe another gardening project that was undertaken at the university. Hennessey explained that a rooftop garden was installed at one of the campus dining halls, called The Oaks, by an Introduction to Environmental Science (ENVS 1010) class in 2012. Hennessey stated that he struggled to find any willing student or faculty volunteers to tend to the garden over the summer growing period, and that the Office of Campus Sustainability had to care for the Garden's maintenance.

---

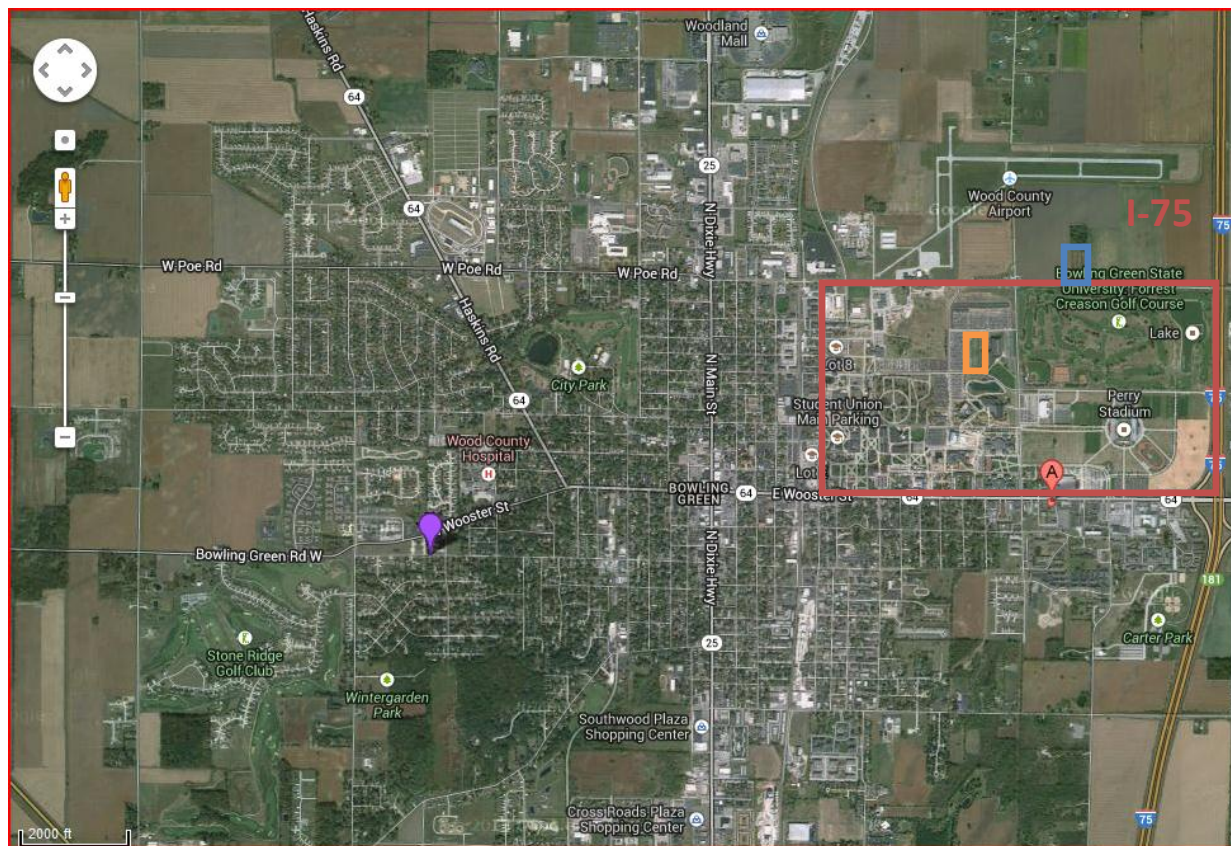
<sup>15</sup> While this rooftop garden did not follow the same large-scale, community garden approach as other gardens included in this paper, it encountered similar issues that a community garden would face, such as a lack of volunteer interest, and was therefore included in this report.



However, when the fall semester began, Hennessey found many willing and excited students who sought to volunteer in the rooftop garden. Hennessey argues that the greatest obstacle for a gardening program at BGSU is the awkward timing of the summer growing season in relation to the academic year (Hennessey).

### Current Off-Campus Community Gardens

Although BGSU does not currently have a community gardening program located on campus, the surrounding community of Bowling Green is served by two well-established community gardens. These gardens are located at Peace Lutheran Church on West Wooster Street, and First United Methodist Church along East Wooster Street (see Figure 4 below).



**Figure 4** Map displaying Peace Lutheran's location (purple dot) and First United Methodist's location (red dot) in relation to BGSU's campus (boxed in red). The site of the Palamar/Steel garden is boxed in blue, and the EAG garden site is boxed in orange. I-75 is labeled to provide context for the map (Google Maps).

I personally visited the garden located at First United Methodist in the summer of 2011, and the garden at that site continues to be prosperous to this day, in the sense that the garden is actively maintained by volunteers and continues to serve the surrounding community. I began to gain more knowledge regarding the history of these community gardens while conducting preliminary interviews for this project, after speaking with Dr. Jane Rosser, Director of BGSU's Office of Service Learning. Rosser explained to me that the off-campus community gardens were initiated by a university organization in order to foster community outreach for low-income areas. According to Rosser, the locations for the off-campus gardens were chosen because the two churches were easily accessible by citizens in low-income housing; in particular, the garden at First United Methodist sought to encourage citizen involvement from a nearby apartment complex (Rosser).

According to an article in *The BG News*, entitled "Group Provides Community with Fresh Vegetable Gardens," the off-campus gardens were established in 2008 by the university organization Freedom. Freedom was a student organization that sought to raise awareness of social issues while strengthening the surrounding community. Freedom was hosted by the university's campus ministry, United Christian Fellowship (UCF). Oddly enough, the article goes on to state that the idea for the community gardens arose from UCF/Freedom's annual trip to the South Bronx in New York City, which was the same motivation for the earlier campus community garden established by EAG. Students who participated in this trip learned that community gardens serve as an increasingly popular and valuable tool for low-income areas. Freedom sought to establish a "true" community garden in which anyone could visit the garden and take as

much produce as he or she wished at any time. While participation in the garden was encouraged, it was not necessary for visitors to volunteer in the garden in order to gain a share of the harvest. Overall, the goal of the project was to bridge the gap between the campus and community by promoting volunteer work and humanitarianism in the community through pairing students together with church members and community members. Funding for the project consisted largely of donations from community organizations, businesses, and individuals. In particular, Toledo Grows (a local community gardening outreach program) donated all of the seeds for the gardens, while providing further assistance and knowledge about establishing a community garden. The Bowling Green Community Development Foundation also covered a portion of the cost to create an Americorp position, in order to assign an individual to oversee the two gardens. A local greenhouse donated mulch to the project, and many community members contributed various gardening tools for the program. The Americorp position began in 2009, one year after the creation of the community gardens, although this position is no longer maintained (Nusser).

These off-campus community gardens continue to provide the community with a variety of herbs and produce. Originally, student members of Freedom would take the produce from the gardens door to door in order to share the harvest with community members. Any excess produce was then donated to local food pantries (Nusser). Unfortunately, both Freedom and UCF are now defunct, as they no longer exist at BGSU (for more information regarding UCF and Freedom, see Appendix D).<sup>16</sup>

---

<sup>16</sup> I attempted to conduct an interview with Bill Thompson, the last Campus Minister for UCF, in order to learn more about the organization's demise, as well as the fate of the associated student organization, Freedom. I was unable to reach Mr. Thompson for this report, but it is likely that he would have knowledge on these topics.



However, the gardens have managed to outlive their campus ties, and have gained a devoted group of community volunteers who continue to maintain the two gardens. Furthermore, according to Hennessey, Miriam Hitchcock (one of the former coordinators of the off-campus community gardens) has expressed opposition to the idea of creating an on-campus community garden. This opposition mainly stems from the fear that creating another community garden in close proximity to the First United Methodist garden would detract from the off-campus volunteer effort by students and staff at the university (Hennessey).

### **Case Studies Analyzing Current Community Gardens at other Universities**

While it is necessary to analyze the reasons why these past community garden projects failed at BGSU in order to create an outline for future success, it can also be helpful to consider how other universities have created and maintained successful gardens. Therefore, I have contacted a number of colleges and universities with successful<sup>17</sup> gardening projects to glean more information regarding the necessary steps to take in order to facilitate success in this endeavor. Many schools currently maintain a university garden, including Duke, Portland State University, Yale, Otterbein, and Rice. I have analyzed three schools' gardens in further detail, by conducting interviews with garden directors, in order to provide a diverse sampling of the types of gardening initiative that other schools employ. The three gardens that I have analyzed in detail include University of Wisconsin, Madison's Eagle Heights Community Garden;

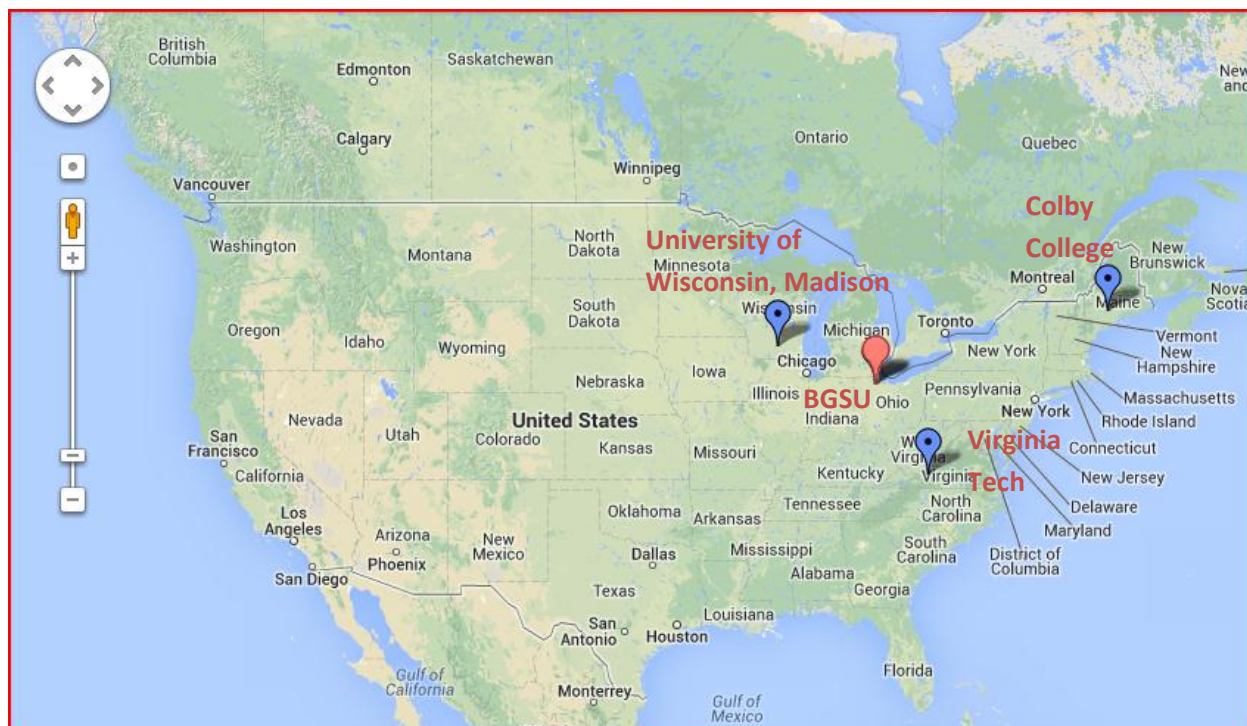
---

<sup>17</sup> I chose to consider a community gardening program as a successful endeavor if it not only continued to serve the college or university, but grew over time and sustained student, faculty, staff, and administrative interest and support. All of the gardening initiatives that were focused on in these case studies consisted of programs that had not only maintained interest in the short-term, but had also expanded (both in size and in terms of volunteer involvement) after their initial creation.

Virginia Polytechnic Institute and State University's (hereafter Virginia Tech) Dining Services garden; and the community garden located at Colby College in Waterville, Maine.

### **Case Study Methodology**

In order to compile a list of schools with gardening programs I initially consulted journal articles concerning community gardens at universities. However, few peer-reviewed articles were available on this subject, so it was necessary to utilize other sources in order to identify universities with community gardens. Various online articles from websites were consulted as well as Princeton Review articles, which compare different colleges and universities in the country while highlighting some of the unique aspects of various schools. After identifying a list of schools with gardening programs (either traditional community gardens or gardens used to produce food for the school dining halls), I attempted to contact the schools in order to learn more about the structure and history of the gardening program. I ultimately chose to utilize the following schools in a brief case study since I was able to receive the most information from these schools through personal interviews and through information posted on the school's websites. I have included a map that displays the location of the three schools (see Figure 5 below).

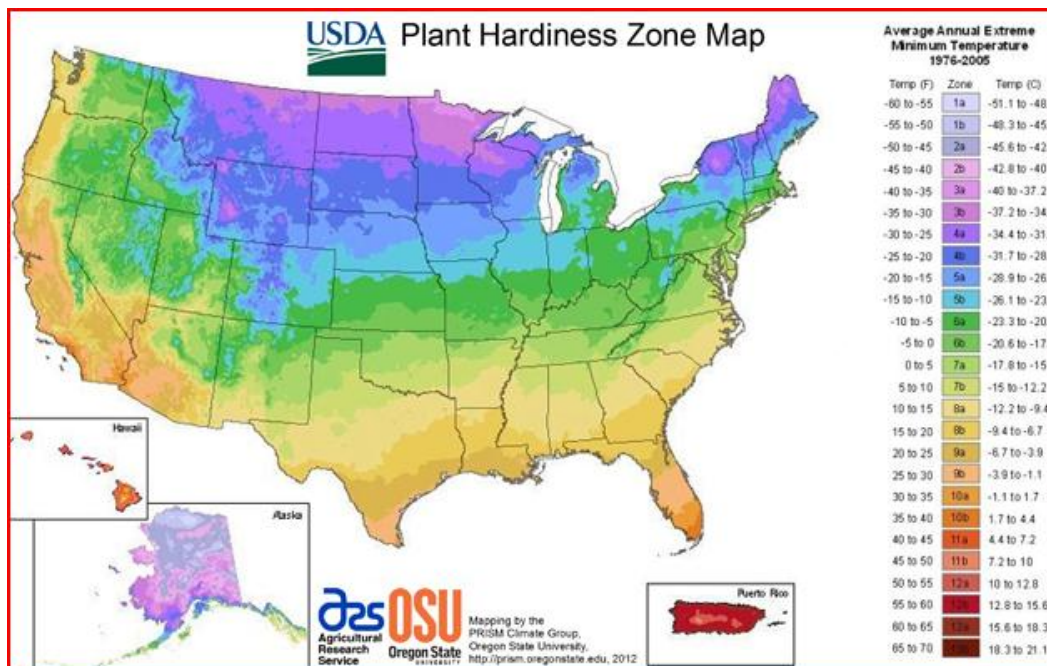


**Figure 5 Map highlighting the locations of the University of Wisconsin, Colby College, and Virginia Polytechnic Institute and State University (Virginia Tech) in relation to BGSU. BGSU is shown in red with the three case study schools in blue (Google Maps).**

As stated earlier, approximately 17,000 students attend BGSU each year (*FindTheBest.com*). In comparison, nearly 40,000 students attend The University of Wisconsin, Madison yearly (*FindTheBest.com*), and another 23,000 students attend Virginia Tech (“Virginia Tech”). Finally, only 2,000 students attend Colby College annually (*FindTheBest.com*). While these three schools may vary greatly in size, by choosing such a diverse selection of schools, I am able to portray that the trend of incorporating a community garden on a college or university campus is not isolated to simply the largest or smallest of institutions. However, University of Wisconsin, Madison and Colby College do not serve as the best comparison to BGSU in terms of the number of students that attend the school.

In order to compare the climate of each school, I have included a USDA Plant Hardiness Zone Map (see Figure 6 below). According to the USDA’s website, the plant

hardiness zone "... is the standard by which gardeners and growers can determine which plants are most likely to thrive at a location. The map is based on the average annual minimum winter temperature" ("USDA Plant Hardiness"). Plant hardiness zones are further explained on the USDA's website: "Hardiness zones are based on the average annual extreme minimum temperature during a 30-year period in the past" ("USDA Plant Hardiness"). According to the USDA Plant Hardiness Zone map from 2012, Colby College and University of Wisconsin, Madison are located within zone 5a (meaning that the lowest average winter temperature ranges from -20 to -15 in degrees Fahrenheit), while BGSU is in zone 6a (a range of -10 to -5 degrees Fahrenheit) and Virginia Tech is in zone 6b (a range of -5 to 0 degrees Fahrenheit). While the three schools chosen for case study do not fall within the same plant hardiness zone as BGSU, this does not mean that similar crops may not be grown at these sites. Furthermore, BGSU and Virginia Tech only differ by a small 5 degrees in terms of the lowest average temperature that may be experienced during the winter. Other factors of climate include soil type, humidity, and sunlight ("USDA Plant Hardiness"). For the purpose of this report, I chose to rely on the USDA's plant hardiness zone as a means of analyzing the difference in climate between the locales of the different schools.



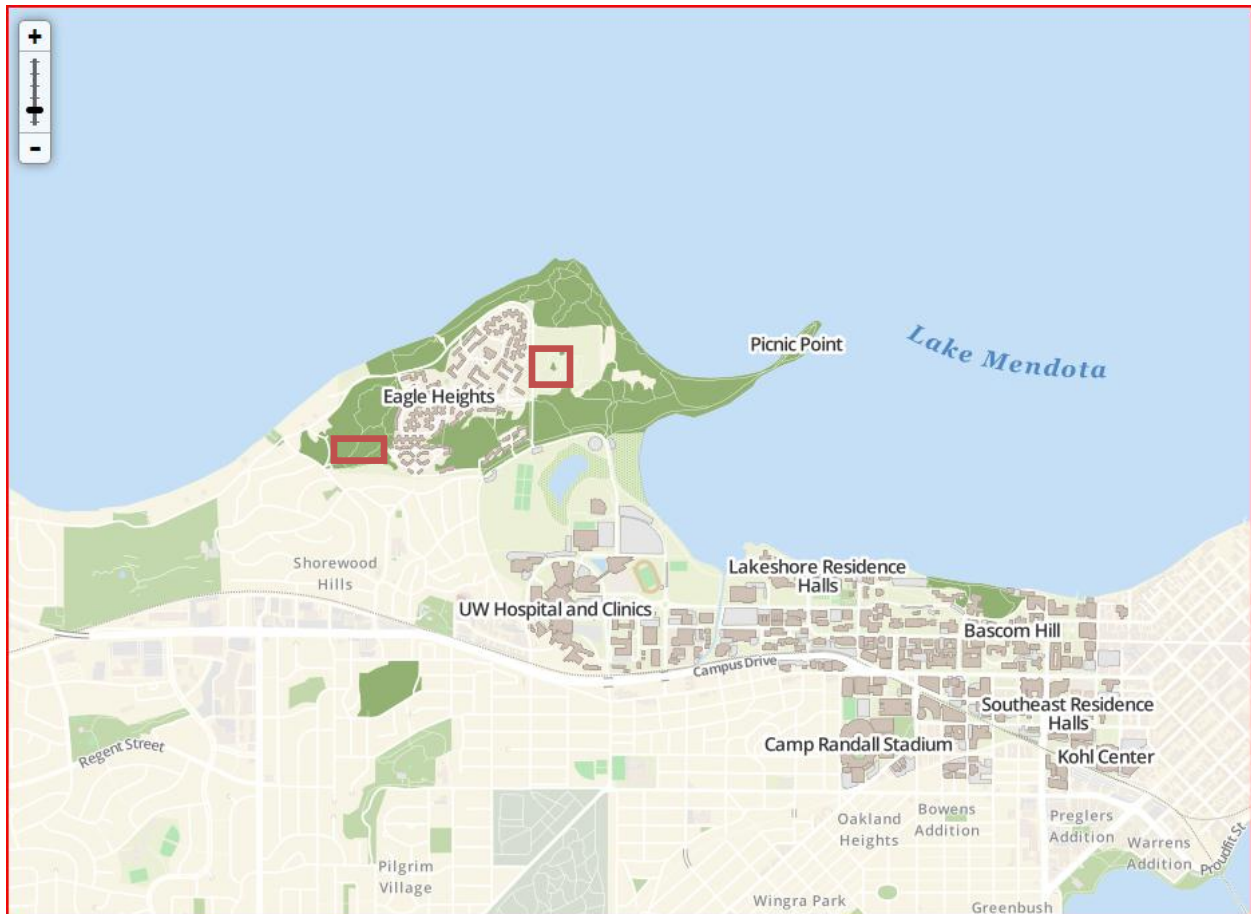
**Figure 6** Map showcasing the USDA Plant Hardiness Zones, which indicate the climate of a particular area in regards to the growing season and types of crops that can be grown in an area (“USDA Plant Hardiness”).

The following case studies were not meant to serve as a strict comparison between schools with similar size or climate; rather, by conducting case studies, I simply hoped to determine different ways that other colleges and universities maintain a community garden program. I felt that it was important to focus on schools that provided the most complete portrayal of the organization and maintenance of the community garden in order to have a thorough understanding of the ways in which these schools have managed to sustain a community gardening program. Since BGSU has been unable to create a community gardening program and maintain it in the long-term, I felt that focusing on schools with ample information regarding their community gardens would serve as the best source of comparison, rather than focusing on similarly-sized schools or schools with a similar climate to BGSU.

**Eagle Heights Community Garden at University of Wisconsin, Madison**

The Eagle Heights community garden at University of Wisconsin, Madison was established in 1962, and it is most likely one of the oldest community gardens located on a university campus in the country. I interviewed Gretel Dentine, Garden Registrar for the Eagle Heights Community Gardens at the University of Wisconsin-Madison, who gave great detail about the community garden. The garden consists of 580 plots of land between two locations (both of which are located on the university's grounds). At the Eagle Heights community garden, students and other interested parties reserve a plot of land that is tended by the individual. Dentine explained that each year there is a waitlist for the gardening plots, despite the fact that the garden experiences high turnover year after year as students graduate and/or leave the university (Dentine).

The Eagle Heights community garden is organized under the University's Housing department as a part of the graduate family housing apartments that the school maintains. The gardens are easily accessible as they are located near the graduate family apartments, and the University's free campus bus route stops at the gardens as well. A small parking area is also located near the gardens, allowing gardeners to easily transport equipment to the gardens via personal vehicles. According to Dentine, approximately 40 percent of those who utilize the garden are graduate students living in the graduate family apartments, while another 20 percent consist of a mix of students residing in other housing on campus, with the final 20 percent consisting of faculty, staff, and neighboring community members (Dentine).



**Figure 7 Map of the University of Wisconsin, Madison's campus. The two locations of the community gardens are boxed in red (not drawn to scale), and the campus' nature preserve is denoted by green ("University of Wisconsin").**

The Eagle Heights community garden is located within University of Wisconsin, Madison's natural preserve space (see Figure 7 above). The garden has access to piped water that allows gardeners to care for crops. The water is free for the gardeners to use, but the garden pays for repairs and maintenance. Aside from providing water for the garden, the University supplies the land and a trash service as well. The Housing department provides supervision over garden, employees, and a small office that employees use for record keeping (Dentine).

University of Wisconsin, Madison's community gardens originated due to demand expressed by students to grow their own food. This demand has not wavered

over time, as the gardens continue to prosper nearly fifty years after they were initially created. Furthermore, the fact that students happily pay a fee ranging from 16 to 42 dollars per year for a gardening plot shows that the garden continues to be popular among the student population (see Appendix E for a second map of the Eagle Heights community garden, as well as a copy of the garden's application form). In order to ensure that interest in the garden is sustained over the long-term, fees for gardening plots are kept to a minimum and some communal tools are provided to further lower costs for students on a budget who seek to participate in the garden. Dentine explained that many of the gardeners profess that they participate in the community garden because they enjoy the social interactions with fellow gardeners, as well as the beauty of the garden's natural setting (Dentine).

Fees from the garden plots pay for the entire operating budget for the garden, including three part time employees. The garden employs one Registrar, who collects gardening fees, assigns plots to gardeners, keeps records of the garden, and serves as the liaison for communication regarding the garden. Two other onsite workers are employed by the garden in order to organize volunteer work days, repair broken equipment, mow the common areas of the gardens, purchase supplies, and maintain fruit plantings in common spaces. The total budget for the community garden is \$25,000 a year, and this budget not only covers the pay for three part-time workers, but also covers additional expenses such as paying for a website for the garden as well as purchasing portable toilets for gardeners to use during the summer. Furthermore, Dentine explained that a recent study that analyzed community gardens (including the Eagle Heights garden) concluded that the average net benefit of a large plot of land in a



community garden is \$800 a year, after the cost of the land, supplies and seeds were considered (Dentine).

While the Housing department oversees the gardens, day-to-day operations in the community gardens are decided by a committee of gardeners. This committee works along with a cross-campus committee called the Garden Oversight Committee which includes all entities on campus that interact with the gardens (such as the Housing department, the Nature Preserve, as well as neighboring students with research plots and other concerned community members). Dentine stated that 520 of the 580 gardening plots are organic, while the remaining plots are not necessarily organic, although gardeners may wish to follow organic gardening procedures on these plots. Dentine explained that organic gardening plots are increasing in demand, as the number of non-organic plots has decreased over the last two years. Each year, leaves from a neighboring community are utilized to make compost for the gardens, and this leaf litter compost is mixed with plant refuse from the gardens. The University also allows the community garden to incorporate food waste from the dining halls and organic refuse from the school's research farms into the garden's soil. While all of these composting methods are used over the entire gardening space, the Eagle Heights community garden also provides manure compost to the individual gardeners, who may choose to utilize this on their own personal gardening plots (Dentine).

Gardeners utilize the produce grown at their individual sites, and any extra produce generated in the garden that the individual gardeners do not wish to use is donated to a local food pantry.<sup>18</sup> The garden also contains a communal shelf where gardeners can leave excess produce or tools and plants in order to share the wealth

---

<sup>18</sup> The actual amount of produce donated to area food pantries is unknown.

with the surrounding gardeners. According to Dentine, a great variety of produce is grown in the gardens since each individual chooses what types of plants to grow on their plot of land. Many graduate student families and international students participate in the garden, so the variety of produce grown can vary from staple crops that one might find in a local grocery store, to exotic crops or varieties of plants that would not be easily found in the local area. It is necessary for most gardeners to attempt to extend the growing season in Wisconsin, and gardeners in this community garden may do so by installing **row covers** or **tunnel greenhouses** to keep plants warm or to start plants earlier in the season. Dentine explained that gardeners are prohibited from creating permanent structures in the gardens, although they may request to use the same plot of land in subsequent years, allowing gardeners to grow **perennial** crops or **overwintering** crops (Dentine).

Overall, the Eagle Heights community garden allows individual gardeners to grow their own food utilizing a variety of growing methods and techniques. The produce from the gardens is generally consumed by the individual who grew the food in question, but some excess produce is donated and benefits the surrounding community. The community garden is occasionally visited by classes that focus on topics such as pest identification, crop varieties, wildlife, and soils. The garden is also home to graduate student research plots, where various studies are conducted for school credit. In the past, students have conducted studies on aphid populations and small rodents in the garden. Finally, the gardeners participating in the community garden have been utilized in a variety of studies conducted by students, in order to assess topics such as urban agriculture and attitudes towards food and organic production (Dentine). While the main

goal of the garden is to provide students with an area in which to grow their own food for personal consumption, the garden benefits the University by providing a space for learning opportunities as well as a unique marketing tool.

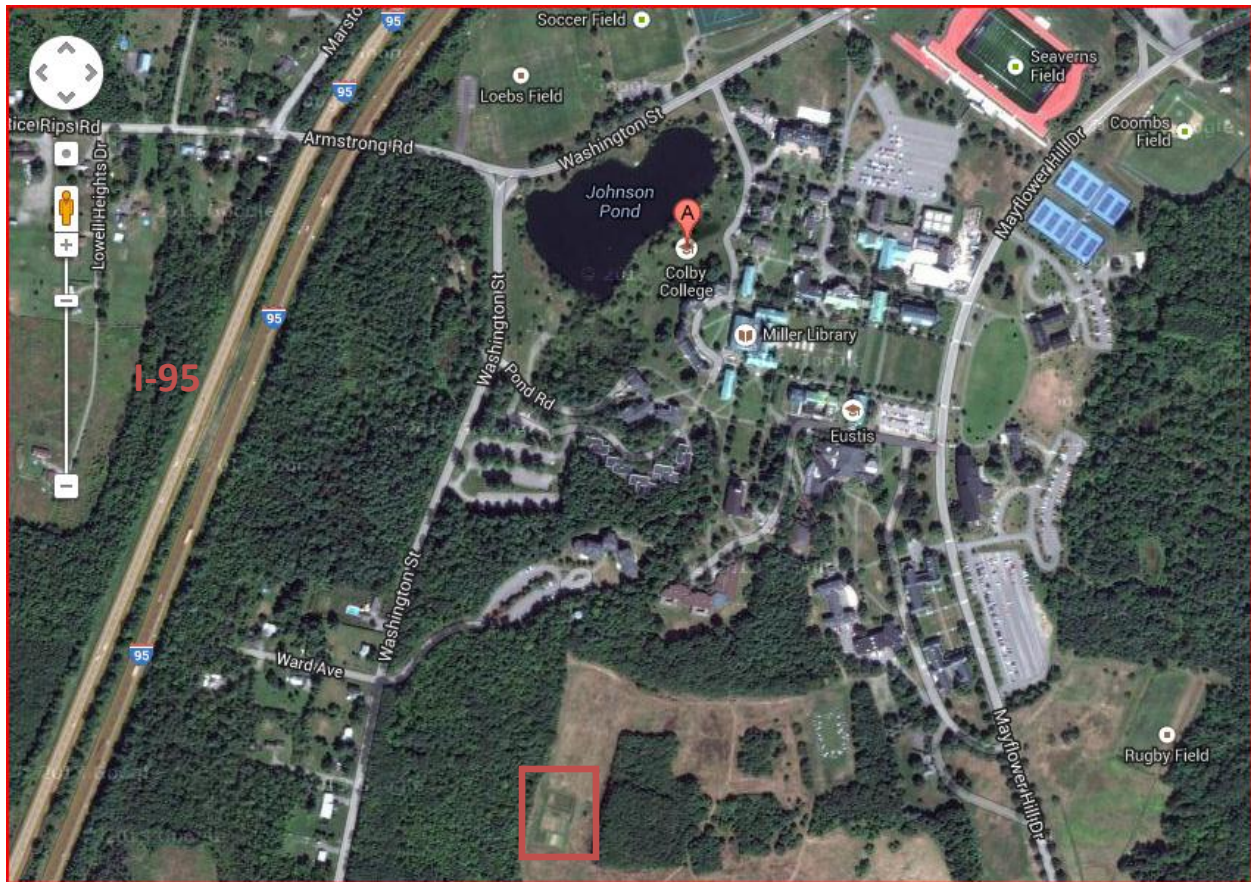
### **Colby College Community Garden**

The community garden at Colby College is located in Waterville, Maine, and was established in 2007. This community garden is run by a student organization entitled the Colby Organic Farmers and Gardeners Association (COFGA). The garden was created when a group of interested students approached the College's Environmental Studies Coordinator with the proposal to start a small garden on campus grounds. The idea was supported by the administration, and that year a small crop of garlic was planted at the gardening site. More students began to get involved in the project, and the group was able to acquire more land for the garden as well as a partnership with the College's Dining Services Office and the Biology Department. The students decided to name the garden "2 Feet 2 Bedrock," due to the soil profile at the gardening site. The purpose of the garden was to produce organic food for consumption in the school's dining facilities, while serving as an educational resource for both the College and the surrounding community ("History of the Garden").

The garden had a successful first season in 2008 due to the dedication of two highly involved students, and the garden was moved to a more convenient location later that year (the current site of the garden). A shed for the garden was constructed and water lines were also established, and an internship position was established in order to create added incentive for students who sought to work at the garden over the summer ("History of the Garden").

In order to learn more about Colby College's community garden, I interviewed Jeff Meltzer, a student at Colby College who is also a member of COFGA. Meltzer explained that while COFGA is in charge of the gardens, the College's Dining Services Office helps to oversee the garden and provides funding for the endeavor (Meltzer). According to an article entitled "Gardening on the Hill" in Colby College's student newspaper, *The Colby Echo*, the College's Operations Manager of Dining Services, Joe Klaus, hires two interns to tend the garden over the summer term while students are away (Baldwin).

Colby College's community garden is located on the College's campus, although the garden itself is removed from many of the College's buildings. The garden is situated atop a small hill, next to a water tower (see Figure 8 below). Meltzer stated that COFGA chose the garden's current site as it provided a plot of land with suitable soil and was located on campus next to a water supply (Meltzer).



**Figure 8 Map displaying the approximate location of Colby College's 2 Feet 2 Bedrock garden, boxed in red. Interstate 95 is labeled to show context for the map (Google Maps).**

Meltzer stated that all of the food produced in the garden is grown using organic methods. Meltzer also added that COFGA grows a large variety of food, including many types of fruits and vegetables as well as herbs. Many of the plants for the garden are grown initially inside the College's greenhouse, and the garden does not utilize any other methods for extending the growing season (Meltzer).

According to the article in *The Colby Echo*, the majority of the garden's production occurs over the course of the summer, and the produce acquired at this time is served to persons attending conferences and camps that the College hosts while students are no longer on campus (Baldwin). Meltzer explained that all of the food produced by the student-run community garden is utilized in the College's dining halls

(Meltzer). While the produce from the garden benefits the College's dining halls, the garden does not produce enough food to feed the entire school, so the College must rely on acquiring food from other sources aside from the garden (Baldwin). Meltzer felt that the garden benefited students by allowing students to eat truly local and sustainable food in the college's dining facilities. Providing the dining halls with fresh produce also allows the college an educational opportunity to showcase the community garden produce and to educate students about the source of the food and the importance of gardening (Meltzer).<sup>19</sup>

### **Virginia Polytechnic Institute and State University's Dining Services Garden**

Virginia Polytechnic Institute and State University (otherwise referred to as Virginia Tech) established its dining services garden in 2009. According to Chelsea Graves, Garden Outreach and Education coordinator at Virginia Tech, the garden initially began due to student demand for sustainable food production. Aside from student demand, the University chose to establish a dining services garden because the school felt that creating such a program would serve as a showcase for the University's commitment to sustainability, which would serve as a powerful marketing tool. Furthermore, the University found that establishing a Dining Services garden would save the University money. The garden originated as an herb garden comprised of both **annual** and perennial herbs. Virginia Tech's Dining Services chose to expand the garden from a simple herb garden to a one-acre vegetable garden in 2010. The Dining

---

<sup>19</sup> Information regarding Colby College's garden was difficult to come by. I conducted an interview with Jeff Meltzer, a student who has participated in the garden throughout his career as an undergraduate. Unfortunately, Jeff's interview was very brief, so I attempted to gather further information from other sources, from the college's newspaper and website.



Services Garden has grown to 3 ¼ acres today, and yields over 25,000 pounds of produce that is harvested from the garden each year (Graves).<sup>20</sup>

Virginia Tech's garden is located on University-owned land, next to the school's Kentland Research Farm. The site is located around 10 miles away from the University's main campus, which makes it difficult for students to visit the site, but the site offers many advantages that make up for this setback (see Figures 9 and 10 below). This location serves the garden well as the site had an established orchard and the site also has an easily-accessible water source in the form of a creek and a well. Furthermore, as the garden is located next to the University's research farm, the garden benefits from access to the farm's equipment, including a tractor. The equipment from the research farm may allow for more intensive production on the site, allowing the school to gain the most benefit from the land in terms of harvest (Graves).



**Figure 9 Map displaying Kentland Farm (and the Dining Service's garden) in relation to Virginia Tech's main campus (Google Maps).**

<sup>20</sup> Unfortunately, I was unable to find information regarding the total amount of produce harvested from either the Eagle Heights community garden (which is tended by a group of individuals, so general information regarding the harvest was difficult to acquire, since this varies for each gardening plot) or for Colby College.



**Figure 10 Map portraying the location of Virginia Tech's Dining Services Farm, at Kentland research farm (Google Maps).**

Virginia Tech's garden is managed by a paid gardener. In 2009, this position was filled by Graves, who was a student worker at the time. Graves has continued on in the position since graduating from Virginia Tech. Graves suggested that in order for the gardening program to be successful, student workers must be highly motivated individuals with some form of compensation, either by paying the workers or providing the workers with class credit. Graves also explained that the cost of the garden is covered by the University's Dining Services. Virginia Tech's Dining Services sells over 40,000 meals a day, and the Office generates a large sum of money from these sales (Graves).

Graves explained that the University chose to focus on growing the most produce in the fall rather than the summer, since the students arrive back at that time. Therefore, the growing season for the University's garden is ramped up in the fall, with production ending in November. Graves stated that she meets with chefs from the



Dining Services in January in order to establish what items the University needs the most. After this meeting, she creates a plan for the growing season. Many of the crops are grown initially in the University's greenhouse, and are later transplanted in the outdoor garden. Produce grown during the summer, while students are generally absent from campus, is used to feed visitors who come to the campus for orientation. Approximately 10,000 visitors arrive on campus throughout the month of July, so production in the garden is increased at this time in order to meet the needs of the University's dining halls. Graves explained that the university grows many **storage crops**, as this allows the school the ability to utilize fresh produce from the garden throughout the winter, while students are on campus. Virginia Tech is currently researching methods of storing summer produce for use in the winter months, and the school hopes to incorporate such methods in order to maximize production of the garden.<sup>21</sup> According to Graves, all of the produce in the garden is grown organically, with a mixture of **heirloom varieties** as well as more **industrial varieties** of produce. While heirloom varieties tend to be more flavorful, the University grows some industrial varieties, as these vegetable varieties tend to be sturdier and better adapted for transport and storage. Graves grows a large variety of produce in the gardens in order to demonstrate the large diversity of crops that are available for production, which serves as an educational tool for students who consume the produce, as many students are unfamiliar with heirloom varieties of produce (Graves).

While all of the produce from the garden is utilized by the Dining Services in the University's dining halls, any excess produce is donated to two food pantries. One of

---

<sup>21</sup> Graves did not mention the specific methods that the University is looking into utilizing in order to store produce, but certain methods of food preservation may include canning, pickling, drying, or freezing fruits and vegetables.

the food pantries, called Giving Tree, focuses on providing fresh produce to local families. The other food pantry, Plenty, serves a more rural community with many elderly citizens.<sup>22</sup> Aside from benefiting the community by donating excess produce, Virginia Tech's garden also benefits students and community members in other ways. The garden provides a unique site where students can work within nature. Graves said that students often praise the garden as it allows them a calm place where they can connect to nature by volunteering in a therapeutic setting. The garden also serves as a meeting place where students from a variety of majors may connect, allowing them to share a common goal. The garden also provides the University's students with a sense of ownership over the food that they consume. Graves explained that there is a marked displacement in our society from food production to food consumption, and that many students have never worked in a garden or had never seen commonly-consumed crops in an agricultural setting. Therefore, the food produced in the garden serves as a unique educational piece as it represents a tangible example of how the University works to best serve its students and the community, while educating students about the food production process (Graves).

### **Discussion of Case Studies**

While the University of Wisconsin, Madison, Colby College, and Virginia Tech may not be comparable to BGSU in terms of climate or scale, I chose to consider the gardens at these institutions as they represent a variety of methods of incorporating a community garden program successfully into a college/university setting. By analyzing

---

<sup>22</sup> I was unable to acquire information regarding the actual amount of produce that is donated to these food pantries. Graves mentioned that the University donated "seconds," or produce that was considered unfit to serve in the University's Dining Halls. Produce that was considered a "second" was misshapen or oddly colored, but still perfectly safe to consume (Graves).

these three schools, I was able to compare a currently successful student-led gardening concept (represented by Colby College) to a university-led approach (represented by the University of Wisconsin, Madison and Virginia Tech). Colby College's student led garden serves as an example of how student-run initiatives may falter when compared to programs that are served by a paid staff member. The University of Wisconsin, Madison and Virginia Tech had gardens that were run by paid workers, who were more available (than perhaps a student would be, since the student would have other obligations aside from running and maintaining the garden) and had greater knowledge regarding the gardens, which in turn provided me with ample information concerning the structure and function of the garden.

Furthermore, these schools represent both a traditional community garden format (University of Wisconsin, Madison's Eagle Heights community garden) as well as a modern, consumer-driven approach to gardening (exhibited by the Dining Services gardens at Colby College and Virginia Tech). The gardens at Colby College and Virginia Tech were not simply utilized for individual gain, but were instead created in order to serve the college/university as a whole. These gardens also benefited the institutions, since they provided the college/university with a unique marketing tool that could be used to demonstrate the school's commitment towards sustainability.

The above case studies portray how different institutions are able to justify and successfully implement a community garden program to benefit students and demonstrate a commitment to sustainability. One feature that these schools share with BGSU is the employment of a sustainability coordinator. Virginia Tech's Dining Services employs a Sustainability Coordinator ("Dining Services Garden"). As of

November 12, 2012, Colby College posted a job description and vacancy for a Sustainability Coordinator, proving that while the school may not have a sustainability coordinator on staff currently; rather, that it is looking to fill this position (“Sustainability Coordinator”). The University of Wisconsin, Madison does not employ a single sustainability coordinator, but it has an entire Sustainability Office with several employees that serve the University (“Office of Sustainability,” *University of Madison, Wisconsin*). The three institutions utilized a variety of production methods and crop varieties, and the schools also funded the gardens in different ways. Furthermore, the institutions had different core reasons for incorporating a community garden into their campus community. Virginia Tech and Colby College chose to focus on a more capitalistic approach to gardening, as the gardens at these schools were utilized for the sole purpose of saving the institution money by producing fresh, sustainable, and local food for the school’s dining halls. University of Wisconsin, Madison took a different approach by allowing students to grow their own food for private consumption.

### **Conclusion**

After analyzing the community gardening programs that previously existed at BGSU, and after researching community garden projects at other universities and colleges in the United States, it is possible to create a list of suggestions that would allow for a successful future gardening program at BGSU. Ultimately, it is my opinion that a dining services garden, similar to the garden at Virginia Tech or Colby College, would best serve BGSU’s students, faculty, and staff, as it would provide fresh, local, and sustainable produce that could be consumed within the University’s dining facilities.

In order to gauge the interest of BGSU's Dining Services (operated by Chartwells, an outside company that is not run by the University) in such an endeavor, I conducted an interview with Patrick Hannan, Senior Executive Chef for Chartwells. Hannan explained that currently, 80% of the food served in BGSU's dining facilities is prepared from scratch, and that the only ready-made meals that are served to students are in the form of frozen meals, sold in the university's convenience store dining facilities, called Outtakes. Hannan also explained that the school sources most of its produce from Sirna produce in Norwalk, Ohio. While BGSU's Office of Dining Services undergoes many efforts at utilizing sustainable foods, such as serving only cage-free eggs, sustainable fish (by purchasing fish that is harvested sustainably and by working with Monterey Bay Aquarium's watch list, which identifies species of fish that are not under threat of extinction), and hormone-free dairy and pork products, the school does not currently produce any of its food on-site. Hannan expressed great enthusiasm at the idea of having a community garden on campus, and stated "I think it would be a great asset to the BGSU campus. It would teach sustainability as well as use of seasonal application." When asked if Chartwells at BGSU would be willing to incorporate produce grown from a community garden into its dining facilities, Hannan stated "We would gladly utilize any product that was grown within a community garden." Hannan also explained that BGSU's Dining Services could also incorporate the product into culinary classes<sup>23</sup> for students. While Hannan showed enthusiastic support for a community garden on campus, he also mentioned a few concerns. He explained that it would be necessary to identify funding for such a project, as well as to establish who

---

<sup>23</sup> The University does not offer culinary classes for course credit, but the Dining Services office does occasionally hold culinary demonstrations and classes in its dining facilities, that students may participate in for a fee.

would maintain the community garden. Furthermore, standards would need to be set that would allow the school to measure the success of the garden (Hannan). I wholeheartedly agree that these concerns would need to be met before creating a future community garden at BGSU.

In terms of sourcing funds for a future garden at BGSU, I would suggest initially requesting funds from the Student Green Initiative Fund,<sup>24</sup> and subsequently forming either a source of revenue from the garden itself to maintain further costs (like the Eagle Heights Community Garden at the University of Wisconsin, Madison) or establishing a connection with a university office or department, such as Dining Services/Chartwells.<sup>25</sup> Before requesting any funds, a budget would first need to be drafted and the location for the garden would need to be determined.

The budget of the garden would largely depend on the scope of garden; if the garden were to function as a dining services garden (depending on whether the Dining Services would be willing to help fund the garden), then it would first be necessary to determine how large the garden would need to be in order to meet the needs of the Dining Services. Furthermore, the types of crops that would be grown in the garden would need to be identified in order to determine the total cost of the crops. Crops could differ from the types of food grown (i.e. corn, squash, cucumbers, etc.) or the

---

<sup>24</sup> The Student Green Initiative Fund is “a pool of money which is available for application by BGSU students to fund a variety of ‘green’ and environmental projects on campus. During the spring semester of 2009, interested BGSU students met and determined there was an interest on the part of the student community to create a fund from an opt-out \$5.00 per semester fee that would be used to finance environmental and ‘green’ projects to help BGSU become more of a leader in the area of environmental sustainability” (Student Green Initiative Fund).

<sup>25</sup> While the Dining Services office seemed open to the idea of incorporating a garden into its plans, I was unable to finalize any such plans with the office. In order to create such a partnership it would be necessary to first outline a concrete management plan for a garden, and I am unable to do so at this time due to other commitments. The following “proposal” outlines some key features that would need to be incorporated into such a management plan. This “proposal” is simply a brief outline, comprised of suggestions, that I believe would need to be considered if a future garden were to be established.

varieties of crops utilized (i.e., heirloom varieties vs. industrial varieties). Also, perennial and annual crops would need to be identified, as well as overwintering crops, as these crops may take more or less time to reach harvest. Additionally, it would need to be determined if the garden would incorporate organic growing practices (which may come at an additional cost, but provides further rewards, as crops grown organically may be healthier and are more sustainable than alternatively grown produce). Finally, it would be necessary to establish what types of tools the university would need to purchase in order to maintain the garden. The University would also need to identify whether it would seek to extend the garden's growing season by installing row covers, tunnel greenhouses, or other methods.

Once a budget is agreed upon, the university administration would need to be consulted in order to identify a location for the garden. In my opinion, it would be best to situate a future community garden on university-owned land, as this would ensure that the garden would have a greater chance of success in the long-term, as the garden would not hinge on acquiring funds to purchase land or other variables. According to BGSU's Sustainability Coordinator, Nick Hennessey, the only truly open and available land on BGSU's campus is a patch of land next to the Campus Operations building, where the Office of Sustainability is located (Hennessey). This site may be beneficial in certain regards, as the garden would be located close to the Office of Sustainability, although the location is not necessarily centrally-located on campus (see Figure 11 below).



**Figure 11 Map of BGSU's campus.** The proposed site for a community garden is boxed in red, and the Campus Operations building, as well as the nearby pond are labeled. The EAG garden site is boxed in orange and the Steel/Palamar garden is boxed in blue. Poe Road is also labeled for context. Finally, central campus is boxed in green to showcase the position of the different gardening sites in relation to the center of campus (Google Maps).

Jane Rosser, Director of the Office of Service Learning, expressed concern that a community garden must be located centrally on campus and have high visibility in order for the project to achieve success. Rosser believes that a community garden would best serve the school as an educational tool, and the best way to utilize a garden as such would be to have the garden prominently displayed on campus (Rosser). Overall, while visibility and easy access for students may aid a garden in reaching success, if the focus of the garden was centered on maximum food production, then this would not be such an issue (similar to Virginia Tech's garden, which remained successful despite its location). Therefore, the University would need to establish the main focus of the



garden before determining a location. Considering the size of the plot of land adjacent to the Campus Operations building which is comprised of 20.17 acres<sup>26</sup>, it would be possible to generate a good deal of produce<sup>27</sup> from the space (considering that Virginia Tech is able to produce around 25,000 pounds of produce on 3 ¼ acres), and while the location is not exactly central to campus, it would be relatively easy for students to walk to the site or to park nearby in one of the school's parking lots (Wood County Auditor Office, 2013). The final item that should be considered when determining the location of a future garden would be whether the site has a source of water nearby. The site next to the Campus Operations building is situated next to a small pond, and this water could possibly be utilized as a water source for the garden.<sup>28</sup> However, if the university chooses to operate a dining services garden, it might be best to install water lines in order to incorporate a more reliable source of water. Chelsea Graves, Garden Outreach and Education Coordinator for Virginia Tech's Dining Services Garden, suggests installing a drip irrigation system that could be used to water crops, as this system reduces labor and provides the most consistent amount of water to crops (Graves).

After establishing the budget for a community garden and determining the best location for such an initiative, support for the garden should be assessed. When asked

---

<sup>26</sup> More information regarding the history of this particular plot of land may be found in Appendix G.

<sup>27</sup> I am not able to determine a concrete number in terms of the amount of produce that could be harvested from the land at this time, as this would consider further research concerning the soil at the site along with several other factors. Therefore, further research should be conducted before drafting a proposal for a garden at this site.

<sup>28</sup> If a garden were to be situated at this site, it would be necessary to speak with Campus Operations in order to determine whether or not piping could be installed to transfer water from the pond to the garden. This would also generate a cost of some unknown amount, and funds would need to be acquired to cover this expense. It would be possible to simply gather water from the pond manually and carry it to the garden, although this would require a great deal of manual labor over the course of the growing season. Campus Operations would still need to be consulted in this case to determine if the University would allow use of the pond water for gardening purposes.

if he thought there was a support base on campus for a community gardening project, Dr. Hennessey expressed that he felt there is support for a garden, although he felt “we would need to figure out how to mobilize volunteers during the most critical phase of the project, which would be during the summer” (Hennessey). Hennessey proposed that there are a number of classes at the university that could potentially get involved in the care and maintenance of a garden, and that the Office of Campus Sustainability would definitely have a role in the process. Hennessey also felt that it might be possible to form a partnership with the University’s Dining Services office in order to care for a community garden (Hennessey). I would also propose establishing an internship position over the summer, which would ensure that a worker would remain on campus to care for the garden.<sup>29</sup> Graves explained that this structure was utilized by the Dining Services garden at Virginia Tech, although she cautioned that such a position would need to be filled by someone who is highly motivated and is receiving some form of compensation, either through monetary pay or class credit (Graves). Another method of ensuring future success for a community garden may include integrating the garden into one of BGSU’s many learning communities<sup>30</sup>. Forming a partnership with a learning community (such as the Chapman<sup>31</sup> community, which focuses on service learning

---

<sup>29</sup> If an internship were to be established, it could be maintained either through the Office of Sustainability, overseen by the Sustainability Coordinator, or by the Department of Environment and Sustainability, which is currently overseen by Enrique Gomezdelcampo. Funding could come from whichever office/department chose to oversee the internship, or from an outside source if a grant proposal was drafted.

<sup>30</sup> BGSU’s learning communities function as “a residential education unit in a college or university setting that is organized on the basis of an academic theme or approach and is intended to integrate academic learning and community living (The Residential Learning Communities International Clearinghouse).

<sup>31</sup> According to its website, the Chapman community located within Kohl Hall “is an award-winning, high impact program for First-Year Students of all majors including undecided students.” Students who participate in this community may choose from one of 15 popular introduction courses while participating in off-campus service learning field projects with foster children, at-risk teens, domestic violence victims, disabled people, disaster relief, political action, public television, and ecological preservation (Chapman Community @ Kohl).

initiatives) would ensure that student awareness and support of the garden would be bolstered, as students would not only be able to participate in the garden through a class or on their own, but they would be invested in the garden through their residential learning community.

Finally, it would be necessary to establish a concrete method in which to measure the success of a potential future garden. Just as businesses keep detailed records regarding costs and profits, a future gardening program would need to record expenses, harvest, and other factors. One avenue of record keeping could take place by quantifying the garden's harvest, by weighing all produce grown in the garden and keeping careful records of this count.<sup>32</sup> Another method of analyzing the success of the garden would be to identify the cost to benefit ratio of the crops utilized in order to determine the profit generated from the garden per square foot/acre (depending on the final scale of the project). Furthermore, it is suggested that highly detailed records be kept concerning student, faculty, and staff involvement in the garden.<sup>33</sup> Such records could include the number of volunteers who worked in the garden, as well as the number of participants in related educational opportunities associated with the garden (such as field trips, cooking classes, and other potential endeavors).<sup>34</sup> Additional

---

<sup>32</sup> I completed an internship working at a Community Supported Agriculture program while taking classes as an undergraduate at BGSU. During my internship, we kept detailed records of the harvest that was collected at the CSA, by carefully weighing each variety of vegetable that was harvested. For example, when harvesting cucumbers we grew a few different varieties of cucumbers, so we weighed each variety. This allowed us to determine which variety of cucumber produced the most fruit by the end of the season. Such knowledge may be helpful when determining what varieties of produce will be grown in subsequent seasons.

<sup>33</sup> Such information that should be recorded would include the number of volunteers that participated in the garden, as well as the types of volunteers involved (i.e. students, faculty, staff, or community members). Furthermore, if students only participated in the garden due to class commitment, this should be noted.

<sup>34</sup> We managed to keep records concerning involvement at the garden during my internship for the CSA by asking that all workers and volunteers log how many hours they spent in the garden each day, along with a break down that detailed what items they worked on while in the garden. For example, if I spent 8

records would detail the daily maintenance of the garden, such as how often the garden should be watered and at what time, or how often the garden is fertilized. Furthermore, a record of the garden's layout should be kept, allowing for **crop rotation** to occur.<sup>35</sup>

Community gardens provide many unique benefits to the communities that utilize these initiatives, and BGSU would gain much from incorporating a community garden program into its already well-established green initiatives on campus. Community gardens provide schools with unique educational opportunities in the form of experiential learning and research. Furthermore, incorporating a community garden into the Dining Services can serve as a sustainable method of saving the University money through local food production. By generating food on campus, the school can decrease the amount of food that is shipped onto campus, both lowering fuel emissions and decreasing the cost of food to be used in the dining halls. Incorporating a community garden on BGSU's campus would also help the school meet its goal of reaching carbon neutrality. Not only would a community garden potentially reduce food costs for the University, but also a garden would also serve as an influential marketing tool that could help the school generate interest in prospective students. By creating a community garden on campus, BGSU would set itself ahead of other schools in the region by expanding its commitment towards sustainability. Students, faculty, and staff alike would garner the rewards of a community garden on campus both by consuming the food produced in the garden, but also by having the garden serve as an education resource that would highlight issues inherent in industrial food production.

---

hours in the garden on a given day, I would write that down and then quantify that I had spent 1 hour watering crops, 3 hours harvesting, and another 4 hours weeding in the garden.

<sup>35</sup> Such records were kept during my internship for the CSA. We recorded where different vegetables were planted in the garden, which allowed the gardeners to determine where crops would be planted during the next growing period.

## Works Cited

- "About BGSU." *Bowling Green State University*. N.p., n.d. Web. 24 July 2013.
- Baldwin, Grace. "Gardening on the Hill." *The Colby Echo*. N.p., 20 March 2013. Web. 25 July 2013.
- Barlett, Peggy. "Campus Sustainable Food Projects: Critique and Engagement." *American Anthropologist* 113.1 (2011): 101-15. *Google Scholar*. Web. 2 Oct. 2012.
- Broadway, Michael. "Growing Urban Agriculture in North American Cities: The Example of Milwaukee." *American Geographical Society's Focus On Geography* (2009): 23-30. *Academic Search Complete*. Web. 2 Oct. 2012.
- "Chapman Community @ Kohl." *Bowling Green State University*. N.p., n.d. Web. 25 July 2013.
- Delisio, Nicole. "U. group will plant community garden." *The BG News*. 13 April 2004. Microform. Center for Archival Collections, Bowling Green State University.
- Dentine, Gretel. E-mail interview. 14 Nov. 2012.
- "Dining Services Garden at Kentland Farm." *Dining Services*. N.p., n.d. Web. 24 July 2013.
- Findthebest.com*. N.p., n.d. Web. 23 July 2013.
- "Footprint Basics - Introduction." *Global Footprint Network*. N.p., 03 Nov. 2010. Web. 24 July 2013.
- Golob, Diana. "Crossings: Brining Organic Gardening to Older Citizens in Wood County." Partnerships for Community Action (PCA) Collection. Box 7, Folder 4. Center for Archival Collections, Bowling Green State University. 2002.

*Google Maps*. N.p., n.d. Web. 23 July 2013.

Graves, Chelsea. Telephone interview. 27 Nov. 2012.

Hall, Janet. "Organic Gardening: A means to bring Society and the Environment closer together" Partnerships for Community Action (PCA) Collection. Box 7, Folder 4. Center for Archival Collections, Bowling Green State University. 2002.

Hannan, Patrick. E-mail interview. 13 Sept. 2012.

Heide, Martin. "Types of Programs." *Rebel Tomato*. N.p., 2007. Web. 23 July 2013.

Hennessey, Nick. E-mail interview. 17 Sept. 2012.

"History and Traditions." *Bowling Green State University*. N.p., n.d. Web. 24 July 2013.

"History of the Garden." *COFGA*. N.p., n.d. Web. 23 July 2013.

Meltzer, Jeff. E-mail interview. 18 Nov. 2012.

"Mission and History." *American College & University Presidents' Climate Commitment*. N.p., n.d. Web. 24 July 2013.

Myers, Holly. Personal interview. 23 Oct. 2012.

Nusser, Hannah. "Group provides community with fresh vegetable gardens." *The BG News*. 1 July 2009. Microform. Center for Archival Collections, Bowling Green State University.

"Office of Sustainability." *Bowling Green State University*. N.p., n.d. Web. 25 July 2013.

"Office of Sustainability." *Ohio University*. N.p., n.d. Web. 25 July 2013.

"Office of Sustainability." *University of Wisconsin, Madison*. N.p., n.d. Web. 24 July 2013.

"Our Failing Food System." *Union of Concerned Scientists*. N.p., 30 Aug. 2013. Web. 24 July 2013.

Palamar, Collette, Grace Nash and J Steve Fulks. Grant Proposal. Partnerships for Community Action (PCA) Collection. Box 7, Folder 4. Center for Archival Collections, Bowling Green State University.

Pollan, Michael. "How Change is Going to come in the Food System." *The Nation*. N.p., 11 Sep. 2011. Web. 24 July 2013.

---. "The Food Movement, Rising." *The New York Review of Books*. N.p., 20 May 2010. Web. 24 July 2013.

*The Residential Learning Communities International Clearinghouse*. N.p., n.d. Web. 25 July 2013.

Rosser, Jane. Personal interview. 26 Sept. 2012.

"The SEED Initiative." *The University of Toledo*. N.p., n.d. Web. 25 July 2013.

"Services." *Wood Lane Residential Services, Inc.* N.p., n.d. Web. 24 July 2013.

"Squeaker's Vegetarian Cafe and Health Food Store." *Facebook*. N.p., n.d. Web. 24 July 2013.

"STARS - A Program of AASHE." *AASHE STARS*. N.p., n.d. Web. 25 July 2013.

Steel, Steven. Grant Proposal. Partnerships for Community Action (PCA) Collection. Box 9, Folder 23. Center for Archival Collections, Bowling Green State University.

---. Personal interview. 28 Nov. 2012.

Steen, Margaret. "Environmental and Food Activists Need to Consider Social Justice, Author Says." *Stanford Business Graduate School*. N.p., 21 March 2012. Web. 25 July 2013.

"Student Green Initiative Fund." *Bowling Green State University Campus Sustainability*.

N.p., n.d. Web. 25 July 2013.

"Sustainability Coordinator." *Colby College*. N.p., 12 Nov. 2012. Web. 24 July 2013.

"Sustainability." *Wright State University*. N.p., n.d. Web. 25 July 2013.

"Talloires Declaration." *ULSF | University Leaders For A Sustainable Future*. N.p., n.d. Web. 25 July 2013.

Tello, Lin-z. Research Conducted for ENVS 4020: Environmental Impact Statements. Marco Nardone. Spring 2013.

"To Reach the STARS, You Need to Aim High!" *BGSU*. N.p., n.d. Web. 24 July 2013.

Twiss, Joan, Joy Dickinson, Shirley Duma, Tanya Kleinman, Heather Paulsen, and Liz Rilveria. "Community Gardens: Lessons Learned from California Healthy Cities and Communities." *American Journal of Public Health* (2003): 1435-438. *Google Scholar*. Web. 2 Oct. 2012.

"University of Wisconsin Madison Campus Map." *University of Wisconsin, Madison*. N.p., n.d. Web. 23 July 2013.

"USDA Plant Hardiness Zone Map." *United States Department of Agriculture*. N.p., 2012. Web. 23 July 2013.

"Virginia Tech." *US News & World Report*. N.p., n.d. Web. 23 July 2013.

Yates, Nell. "More Colleges, Universities Going Green, but More Should Participate, Expert Says." *Diverse - Issues in Higher Education*. N.p., 27 Dec. 2012. Web. 25 July 2013.



## Glossary

**Agroecology:** The study of ecological processes that occur in agricultural settings

**Allotment garden:** A community garden that is divided into separate plots that will be tended by gardeners on an individual basis.

**Annual (referring to plants):** Crops that need to be sown yearly; they will not survive for more than one growing season.

**Cold frames:** A structure that consists of a clear roof, built low to the ground, to protect plants from adverse weather conditions. (Similar structures include hoop houses, row-covers and tunnel greenhouses.)

**Collective garden:** A community garden that is tended by volunteers through community effort, in which all volunteers benefit and can gather produce from the garden as a whole, with no personal ownership over any one part of the garden.

**Concentrated Animal Feeding Operations (CAFOs):** One method of raising farm animals, in which large numbers of animals are confined in a small space to be fattened before they are slaughtered. CAFOs rely on high doses of antibiotics in order to keep the confined animals from catching illnesses and dying prematurely, and the waste generated by such a large quantity of animals with such high levels of chemicals and antibiotics in their systems is highly toxic.

**Community Supported Agriculture (CSA):** An agricultural initiative in which consumers agree to pay for a share of the farm's produce before the growing season begins. Shareholders receive a portion of the produce harvested from the farm throughout the growing season. Rather than choosing individual types of produce from a supermarket, shareholders receive a box of produce containing a variety of vegetables and fruits that are freshly harvested. The amount of produce and the types of fruits/vegetables harvested each week varies throughout the season. This business structure provides farmers with a set amount of funds that will allow the farmer to invest in equipment and seeds during the winter months, when funds may otherwise be low. Also, this business format provides farmers with a safety net of funds if the farmer encounters a year of poor harvest. Consumers benefit by establishing a connection with a local, sustainable food initiative while receiving fresh, seasonal produce throughout the growing season.

**Crop rotation:** The process of growing different types of crops within the same area in subsequent growing seasons. Crop rotation allows for nutrient renewal in soil, as different crops require varying degrees of nutrients. By alternating the types of crops grown in one space over time, the overall amount of various nutrients will be depleted more gradually. Crop rotation also helps reduce the threat of pests, since certain species of insects feed on different types of plants. For example, potato beetles tend to thrive on potato plants, so if you planted a crop of potatoes in the same field each year, larva in the soil from the previous year would grow up with a food source located

conveniently within the area. By rotating crops, pest numbers are reduced, as larva from the previous season will encounter an uninhabitable environment when a different crop is grown in the soil.

**Ecological restoration:** Initiative in which an area of land is restored to its natural state. An example of this initiative would consist of taking a plot of land that is currently vacant and has been used for some prior purpose (i.e. agriculture or housing) and restoring the land to its prior state, before human impact. Ecological restoration consists of establishing communities of native plants and animals at a site in order to revert the site to a natural habitat.

**Environmentally Ethical products:** Products that are sourced using sustainable principals in order to limit the impact on the Earth's ecosystems.

**Experiential Learning:** The process of educating students through direct experience, rather than having students research and acquire knowledge through secondary means. In this sense, students experience concepts first-hand, rather than simply reading about a concept.

**Fallow:** The act of leaving a plot of agricultural land empty (i.e. not using the land to grow crops in a given year) in order to revitalize the soil with nutrients.

**Grey water:** Wastewater generated from showers, baths, or sinks, which may be recycled and used in landscape irrigation or other applications that do not require potable water.

**Green belt:** A land use designation which establishes areas of largely undeveloped, wild, or agricultural land surrounding urban areas.

**Heirloom varieties (of produce):** Old cultivars of plants that may have been commonly grown prior to the industrialization of agriculture, but are now relatively rare. Such varieties of produce may vary greatly in terms of appearance or taste from produce found in supermarkets (For example, heirloom varieties of brightly colors potatoes exist, while in general all potatoes found in the average supermarket are found in varying shades of brown.)

**Hoop houses:** Structures that are placed low to the ground, with transparent roofing, that protect crops from adverse weather or low temperatures. (See also cold frames, row-covers and tunnel greenhouses.)

**Industrial agriculture:** Agriculture that is conducted on a large scale in an effort to raise crops for mass-production. Industrial agriculture largely consists of monocultures of crops and relies heavily on synthetic pesticides and fertilizers in order to produce consistently high crop yields.

**Industrial varieties (of produce):** Cultivars of plants that are favored by industrial agriculture due to certain traits. Industrial varieties of crops may be better suited for transport or may take longer to spoil than other varieties of the same crop.

**Intensity (in terms of agriculture):** Different forms of agriculture may be more or less intensive on the surrounding environment, in the terms of the amount of nutrients that are extracted from the soil or the amount of water required to raise a crop so that it is ready for harvest. Industrial agriculture is more intensive, as it consists of a large monoculture crop grown in a condensed fashion, which quickly depletes the soil of nutrients, requiring the application of synthetic fertilizers to replenish nutrient levels in the soil. Traditional agricultural practices consisted of growing multiple types of crops in a single field, while rotating crops from season to season and incorporating natural fertilizers (like compost or manure), which helped to replenish nutrient levels in soil over time.

**Leadership in Energy and Environmental Design (LEED) Certified:** Rating system developed by the U.S. Green Building Council that accounts for the design, construction and performance of “green” buildings. This rating system provides a framework for identifying and measuring environmental construction initiatives.

**Monoculture:** Agricultural method in which only one variety of a given crop is grown (i.e. a field consisting of only one variety of corn).

**Organic:** Agriculture that is conducted without the use of synthetic chemicals, pesticides, or fertilizers. Agricultural may be conducted organically without being certified, although the United States government provides certification standards for organic food production.

**Overwintering crops:** Crops that are sown in the ground during the summer or fall growing season and remain in the soil throughout the winter, producing fruits or vegetables in the subsequent spring/summer season.

**Perennial (referring to plants):** Crops that survive through more than one growing season, and do not need to be sown each year. Perennial crops may survive for two or more growing seasons (biennial crops, however, will only survive for two growing seasons).

**Row-covers:** Structure that is placed low to the ground, with transparent roofing, that protects an entire row of a crop from adverse weather or low temperatures. (See also cold-frames, hoop houses and tunnel greenhouses.)

**Row-crop agriculture:** Agriculture that consists of a single crop that is sown in horizontal rows.

**Square-foot gardening:** Agriculture consisting of a square-foot space in which a variety of crops are sown and grown for food production.

**Storage crops:** Crops that may be stored for relatively long periods of time. Such crops include potatoes, onions, shallots, and other different types of produce. Other crops may be preserved by freezing, pickling, or canning produce.

**Tunnel greenhouses:** Structures built in a semi-circular “tunnel” shape that are placed low to the ground, with transparent roofing, that protect crops from adverse weather or low temperatures. (See also cold frames, hoop houses and row-covers.)

**Urban agriculture:** Agriculture that occurs in an urban (rather than a traditionally rural) setting. This form of agriculture is often condensed into small areas (due to the lack of open space that occurs in urban areas) and may take place within buildings, on rooftop gardens, or other structures. Furthermore, urban agriculture may utilize alternative methods of food production (such as hydroponics, a system in which produce is grown in a water-based system rather than in soil).

**List of preparers and contributors:**

<u>Name</u>	<u>Affiliation</u>
Leatra J. Harper	Nature Reserve, Bowling Green
Monica Ostrand	Wood County Parks District
Michelle Grigore	Toledo Area Metroparks; Environmental Programs, BGSU
Steve Steel	Environmental Programs, BGSU
Constance Roman	Undergraduate student, BGSU
Nathan Schroeder	Undergraduate student, BGSU
Pam Doorley	Undergraduate student, BGSU
Mike Norris	Undergraduate student, BGSU
Sarah Ogdahl	Undergraduate student, BGSU 1st Ward City Council, Bowling Green
Mike Brewster	Graduate Student, BGSU
Brandi Whetstone	Undergraduate student, BGSU
Missy Kropf	Undergraduate student, BGSU
Sarah Turner	Undergraduate student, BGSU
Drew Henrich	Undergraduate student, BGSU
Kelly Gorman	Undergraduate student, BGSU
Mike Oates	Undergraduate student, BGSU
Jim Weber	Undergraduate student, BGSU
Theresa Brierley	Undergraduate student, BGSU
Adrienne Tutko	Undergraduate student, BGSU
Wayne White	Undergraduate student, BGSU
Brendan OKeefe	Undergraduate student, BGSU
Dani Brown	Undergraduate student, BGSU
Ed Annal	Undergraduate student, BGSU
Jessica Larcom	Undergraduate student, BGSU

### **Letters of Support**

Environmental Action Group, BGSU student group

Dr. Ruth Wilson, BGSU (Special Education)

Dr. Paul F. Morris, BGSU (Biology)

Dr. Steven C. Steel, BGSU (Environmental Programs)

Wes Hoffman, Bowling Green Mayor

Sarah C. Ogdahl, Bowling Green City Council, 1st Ward

William Fischer, Bowling Green City Council, 2nd Ward

Leatra J. Harper, Proprietor, Nature Reserve, Bowling Green

# Environmental Action Group

118 College Park  
Bowling Green State University  
Bowling Green, OH 43402

---

December 4, 1997

Dear Mr. Waddle,

On behalf of the Environmental Action Group, I am writing in support of the proposed management plans for university owned land. We feel that the acreage administered by BGSU is currently being used inadequately, and therefore, it is necessary to consider the proposal as a viable alternative. Multiple purposes can be served with the implementation of the proposed management plan, which are in the best interest of the students and the community.

Several educational opportunities would be opened up to the university and the community through the proposed management plan. As an institution of higher learning, BGSU should carefully consider the educational value of the acreage. Field experience and research could be administered in the areas of organic agriculture and ecological restoration, which have gained widespread interest on an interdisciplinary level. It would also allow for the Bowling Green community to be involved with the university, as one of the goals is to establish a community gardening plot. In addition, the area could later be available to schools and community groups for workshops and field trips. Overall, the proposal could prove to be highly beneficial on many levels if put into effect.

As concerned citizens for the environment, we feel that the proposed use of the land is a positive step in building a sustainable community. We would like to take this opportunity to differentiate BGSU from other universities in the realm of environmental preservation and research. As an active student body, the Environmental Action Group is willing to commit time and resources to the proposed plan if implemented. Thus far, there has been a solid support base for the issue, and I hope that you will carefully consider the opportunities that have been presented by the proposal.

Sincerely,



Brandi Whetstone  
Public Relations Director



# Bowling Green State University

Center for Environmental Programs  
Bowling Green, Ohio 43403-0027  
(419) 372-8207

Dec. 4, 1997

Robert Waddle  
Director, Capital Planning  
BGSU

Dear Dr. Waddle,

This letter is in support of the proposal for ecological restoration of acreage (north of Poe Road/East of Mercer Road) administered by BGSU. Such restoration would not only demonstrate and involve students in responsible stewardship of the land but would also provide rich research and learning opportunities for BGSU and the surrounding community. As an instructor in environmental education and teacher preparation programs, I would find a natural area on campus of tremendous benefit. I would certainly utilize such an area for on-campus field trips, demonstration activities, and independent projects for both preservice and in-service courses and workshops. I would also be happy to serve in an advisory or other support capacity to assist in the development and management of this land.

Sincerely,

A handwritten signature in cursive script that reads "Ruth Wilson".

Ruth Wilson, Ph.D.  
Associate Professor



X-Sender: pmorris@mailbox.bgsu.edu  
Mime-Version: 1.0  
Date: Fri, 12 Dec 1997 13:11:26 -0500  
To: ssteele@bgnet.bgsu.edu  
From: pmorris@bgnet.bgsu.edu (Dr. Paul Morris)  
Subject: community garden proposal  
Status:

Steven c. steel  
Center for environmental programs  
141 college park  
bgsu  
bowling green, oh 43403  
(419)372-7851  
<ssteele@bgnet.bgsu.edu>

Dear Steve:

I am writing to offer my support for your proposal for a community garden project at the POE rd. site. When I was a Post-Doc at the University of Florida, I used the community garden to learn more about growing plants in a sub-tropical environment. I also found it to be a way of meeting people that I might not otherwise have come across. Such a project could prove to be another valuable link between Bowling Green State University and the community.

Sincerely  
Paul

Paul F. Morris Ph.D.  
Assistant Professor  
Biological Sciences,  
Bowling Green State University  
Bowling Green, OH 43403  
FAX 419 372 2024  
419 372 0481  
<http://www.bgsu.edu/departments/biology/people/faculty/>



# Bowling Green State University

Center for Environmental Programs  
Bowling Green, Ohio 43403-0027  
Phone (419) 372-8207

December 1, 1997

To whom it may concern:

It is my pleasure to endorse the attached land management proposal for agricultural land currently administered by Bowling Green State University adjacent to Forest Creason Golf Course.

It is my firm belief that the initiative and foresight shown by the students and others involved in drafting this proposal reveals a true commitment to this project. I am extremely confident that this management plan will not only be a better use of BGSU land, but will place BGSU at the forefront of universities in the US in ecological restoration and agroecology. It will also contribute to the recruitment and retention of students interested in these emerging areas.

It is thus without hesitation that I fully endorse the attached proposal. It is my hope that this project can proceed swiftly, such that BGSU can enter the new millennium as a world leader in ecological sensibility and consciousness!

Regards,

A handwritten signature in black ink, appearing to read "S. C. Steel".

Dr. Steven C. Steel  
Environmental Programs  
Bowling Green State University



December 4, 1997

Mr. Bob Waddle, Director  
Capital Planning  
606 Administration Building  
Bowling Green State University  
Bowling Green, Ohio 43403

Dear Bob:

I would like to take this opportunity to express my support for a proposed project currently under your consideration. A group of BGSU students, faculty, and members of the community are proposing that one hundred acres of university owned land north of Poe Road be utilized as an outdoor field research area and community garden. There is currently no long-term plan for managing and maintaining this land as needed open space for the Bowling Green area and BGSU community. The proposed project would prove beneficial to the university and the community-at-large by encouraging positive connections between the two. University students and community members have already been working together to preserve this land, and your approval of this proposal would ensure that these relationships continue.

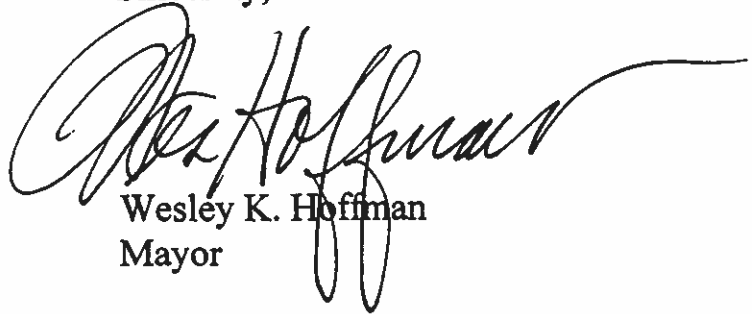
There are several constructive ways the proposed project addresses the deficiencies of the current land use. These include:

1. The proposal provides long-term management and preservation of the land, preserving important open space on the periphery of BG/BGSU and ensuring proper use of the land.
2. The proposal ensures BGSU student, faculty, and community use of the land for educational and research opportunities, and includes opportunities for community outreach and education possibilities.
3. The demonstration and research sites for organic agriculture allow for a less intrusive use of the land, preserving soil and water quality.
4. The proposal allows maximum access and use of the land with minimal disruption of its natural functioning.

5. The proposal provides field experience and research opportunities for demonstration agroecology, ecological restoration, etc.
6. Expanding educational opportunities in this way will assist in recruiting students, as new emphasis on field sites of this nature will augment opportunities for students and differentiate BGSU from other universities in the United States.
7. This proposal and the new opportunities it affords will allow for a number of grant opportunities, including funding sources such as the EPA, Department of Agriculture, etc.
8. Demonstrating locally-focused ecological restoration will allow BGSU to demonstrate cutting edge techniques into the 21<sup>st</sup> Century.

Also, it would be helpful if the land located in the immediate vicinity of the airport remains undeveloped for aviation safety purposes. For this and the aforementioned reasons, we believe this proposal is the best alternative to the current use of the land and would urge your approval of this project. Thank you for your cooperation in consideration of this issue.

Sincerely,

A handwritten signature in black ink, appearing to read 'Wesley K. Hoffman', with a long, sweeping horizontal line extending to the right.

Wesley K. Hoffman  
Mayor

WKH:jkd

From the desk of  
**Sarah Ogdahl**  
FIRST WARD COUNCILWOMAN  
CITY OF BOWLING GREEN

Bob Waddle, Director  
Capital Planning, BGSU  
Bowling Green, OH 43403

December 1, 1997

Dear Bob,

I am writing to express to you my overwhelming support for the proposed conversion of 100 acres of university owned land located north of Poe Road. I have been actively participating in the formation of the proposal you have before you for your consideration because I believe it is an excellent opportunity for BGSU and the Bowling Green Community as a whole. This is one of those important moments when we have the chance to do something that will have an incredibly positive effect on the community--now and in the future.

My colleagues in city government and I wholeheartedly support this project as it will ensure the protection of precious open space around the periphery of Bowling Green. There are many people who are supportive of the measures we have outlined in the proposal. The group that has been responsible for the creation of this proposed project include members from the community, BGSU students, and faculty members.

This broad base of support has resulted in the well reasoned, thoroughly planned proposal that you have before you. We have the support and the momentum to make this proposal a reality. I urge you to join the many other members of the community in support of this proposal and the protection and responsible utilization of the land. This is a wonderful opportunity for us to positively impact the quality of life for all members of the community and to enhance educational opportunities for students here at BGSU. I appreciate your time and your consideration of this matter.

Sincerely,

Sarah Ogdahl  
129 E. Oak St.  
Bowling Green, OH 43402

# WILLIAM FISCHER

## SECOND WARD CITY COUNCIL

Bob Waddel, Director  
Capital Planning  
606 Administration Bldg., BGSU

December 3, 1997

Dear Bob,

I would like to take this opportunity to express my support for a proposed project currently under your consideration. A group of BGSU students, faculty and members of the community are proposing that one hundred acres of university owned land north of Poe Road be utilized as an outdoor field research area and community garden.

There is currently no long-term plan for managing and maintaining this land as needed open space for the BG area and BGSU community. The proposed project would prove beneficial to the university and the community at large by encouraging positive connections between the two. University students and community members have already been working together to preserve this land, and your approval of this proposal would ensure that these relationships continue.

There are several constructive ways the proposed project addresses the deficiencies of the lands current use. These include:

1. The proposal provides long-term management and preservation of the land, preserving important open space on the periphery of BG/BGSU and ensuring proper use of the land.
2. The proposal ensures BGSU student, faculty and community use of the land for educational and research opportunities and includes opportunities for community outreach and education possibilities.
3. The demonstration and research sites for organic agriculture allow for a less intrusive use of the land, preserving soil and water quality.

127 Palmer Avenue, Bowling Green. 352-3553. [fischer@wcnet.org](mailto:fischer@wcnet.org)

4. The proposal allows maximum access and use of the land with minimal disruption of its natural functioning.
5. The proposal provides field experience and research opportunities for demonstration agroecology, ecological restoration, etc.
6. Expanding educational opportunities in this way will assist in recruiting students, as new emphasis on field sites of this nature will augment opportunities for students and differentiate BGSU from other universities in the US.
7. This proposal and the new opportunities it affords will allow for a number of grant opportunities, including funding sources such as the EPA, Department of Agriculture, etc.
8. Demonstrating locally-focused ecological restoration will allow BGSU to demonstrate cutting edge techniques into the 21st Century.

Also, we would like to ensure that the land located in the immediate vicinity of the airport remain undeveloped for safety reasons. For this and the aforementioned reasons, we believe this proposal as the best alternative to the current use of the land and would urge your approval of this project. Thank you for your cooperation in consideration of this issue.

Sincerely

A handwritten signature in cursive script, appearing to read "BO Fischer".

William Fischer  
Second Ward City Council

**R**esearch &  
**D**evelopment  
**R**esources, Inc.

---

November 24, 1997

Bowling Green State University  
Environmental Programs  
Bowling Green, Ohio 43403

ATTN: Mr. Steve Steel

Dear Mr. Steel:

This letter will confirm the support of the Nature Reserve for the Community Supported Agriculture project proposed by BGSU students. In the four years that we have been in business at the Nature Reserve, we have received repeated requests for fresh, locally-grown produce, preferably organic. As our customers become increasingly aware of the impact of factory farming on our environment and our health, there is a growing concern that there are actions that should be taken locally to offset this trend. The project proposed by the B.G.S.U. students would be a good beginning for a working liaison between the university and its community to provide not only the produce, but education and support for others who are interested in growing their own food and learning more about organic gardening.

I also work with many suppliers to obtain organic herbs, spices and food supplements; however, I have received repeated bulletins warning of shortages in popular herbs such as goldenseal. There appears to be a growing market for certain items, which corresponds to the increasing consumer demand for these products. As I see prices rise and shortages continue, I also see a potential market for the students that could eventually turn into a profitable venture.

I admire the initiative and idealism that is shown by the B.G.S.U. students and faculty involved in this project. I wholeheartedly pledge our support to help move this project forward.

Sincerely,

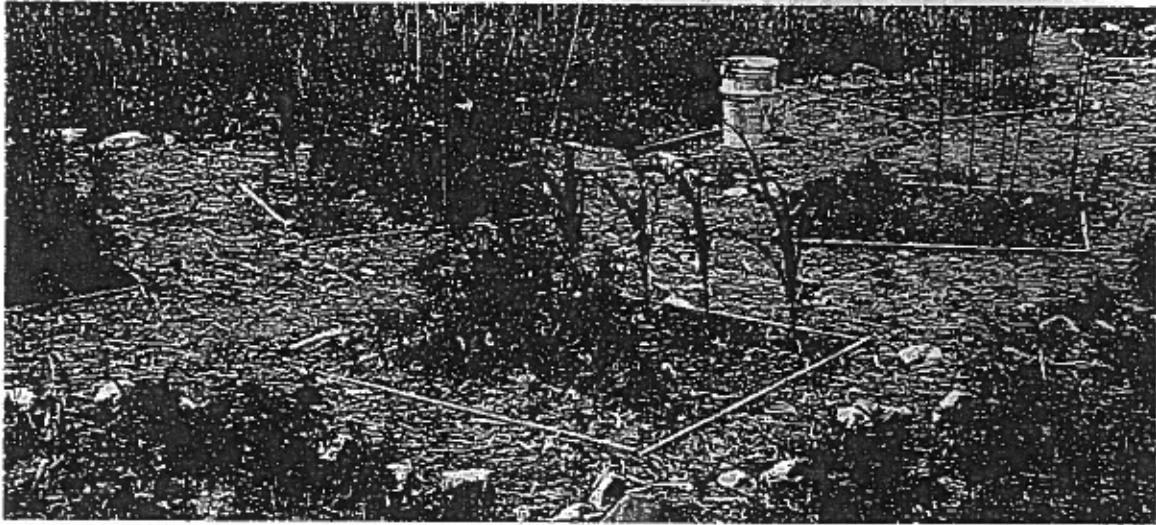


Leatra J. Harper  
Nature Reserve  
(419) 354-2613

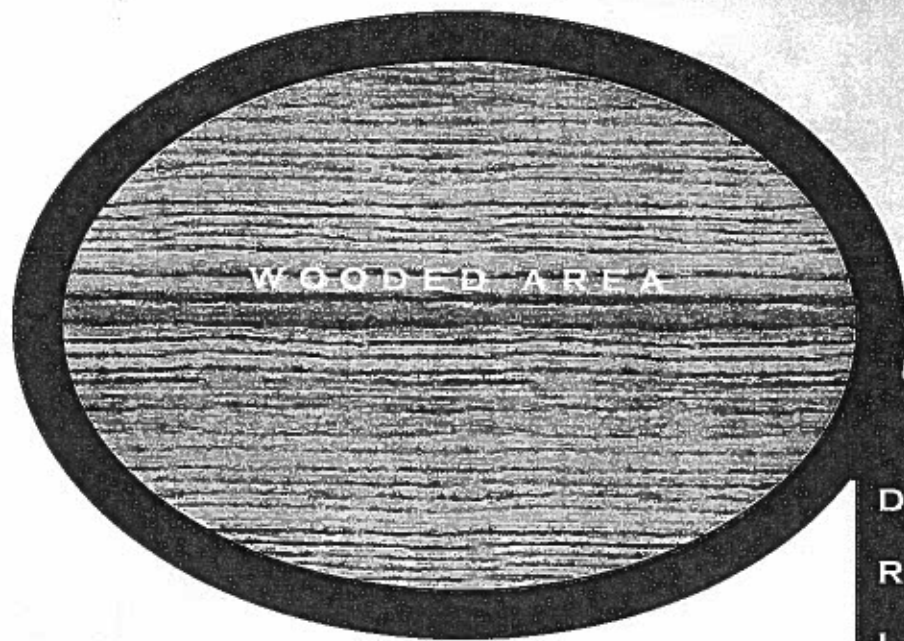


## Organic Gardening Photos

Overview image of the Organic Gardens already in place at the BGSU Prairie Woodlot. This photo shows corn, basil, beans, tomatoes, peppers, peas, potatoes, lettuce, radishes, carrots, and many others. This photo was taken in July. Also visible are the 4' x 4' plots surrounded by mulch. The additional gardens will be installed in a similar way. This is an excellent size for organic gardening in that it allows for easy weed control, easy accessibility and flexibility in rotation planting.



This picture shows a ripening tomato. This particular tomato is a "heritage" variety called Stripey. It has a yellow and orange striped exterior and a red and yellow interior. The Organic Garden project will experiment with different varieties to determine what grows and produces best on our site.



WOODED AREA

## RESTORED PRAIRIE

APPROXIMATELY 15 4' X 8' GARDENS  
WILL BE INSTALLED BY ENVS 301  
STUDENTS, THE STUDENT INTERNS,  
AND SENIOR VOLUNTEERS.

PARKING

D  
R  
I  
V  
E  
W  
A  
Y

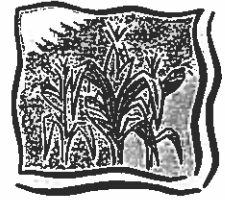
WATER FOR  
THE  
GARDENS IS  
AVAILABLE  
HERE. IT IS  
COLLECTED  
FROM  
RAINFALL,  
DRAINED  
THROUGH  
GUTTERS  
ATTACHED  
TO THE  
SHED AND  
STORED IN  
TWO 50-  
GALLON  
DRUMS.



Poe Rd.

 Proposed Organic Gardens  
4' X 8' areas

 Organic Gardens (4'X4' areas)  
installed in Spring 2001



*Please circle the number that best corresponds to your answer.*

- 1. Rate the quality of the produce you received as compared to what you eat normally**

1	2	3	4	5
worst				best

- 2. How satisfied were you with the variety of produce you received?**

[illegible]

- ### 3. How much of what you were given did you actually eat?

1	2	3	4	5
none of it				all of it

- 4. Of the fruits and vegetables you received, which was your favorite? Why?**

- 5. Would you like to participate in this project again?**

yes                      no

*Thank you for taking the time to complete this questionnaire!*



*Please circle the number that best corresponds to your answer.*

- 1. How valuable was your experience with the Organic Gardening project?**

1	2	3	4	5
not worth my time				very valuable

- 2. Did you enjoy the time you spent with the students from BGSU?**

no                  yes, very much

1        2        3        4        5

- 3. Do you think the students benefited from talking and working with you?**

1 2 3 4 5  
no, not at all yes, very much

- 4. Describe your most memorable experience while engaged as part of this Organic Gardening project.**

**5. Do you feel the gardens themselves were successful and productive?**

1	2	3	4	5
no				yes

**6. Do you have any criticisms or suggestions for improvement?**

**7. Did you learn anything from being part of this Organic Gardening project? If so, what? If not, why not?**

**8. Would you like to plant a garden at the BGSU Organic Garden site on your own?**

yes	no
-----	----

**9. Would you like to participate in this project again?**

yes	no
-----	----

***Thank you for taking the time to complete this questionnaire!***

Name \_\_\_\_\_

### Student Experience Assessment Questions:

Please answer each of the following questions in detail, providing examples whenever possible.

1. Describe the most valuable part of this experience.
2. Describe the most rewarding part of this experience.
3. Describe the most challenging thing you were asked to do. Explain why it was so challenging.
4. Did this experience augment your classroom learning? If so, how? If not, why not?

10. Given the opportunity, what would you change about this project?

11. Was this experience worth the time you put into it? If so, how? If not, why not?

12. How many hours per week did you spend working on this project?

13. What was the least valuable part of this experience?

14. Would you intern on this project again if given the chance? Why or why not?

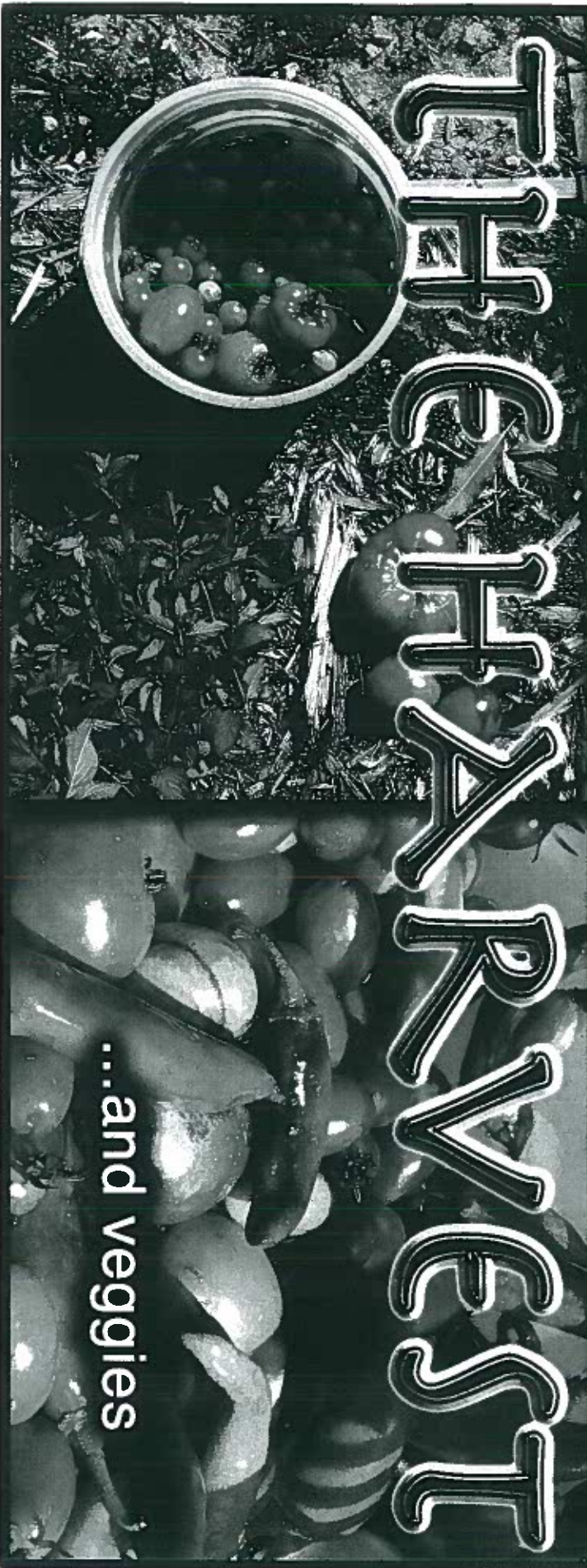


herbs...



# THE HARVEST

...and veggies



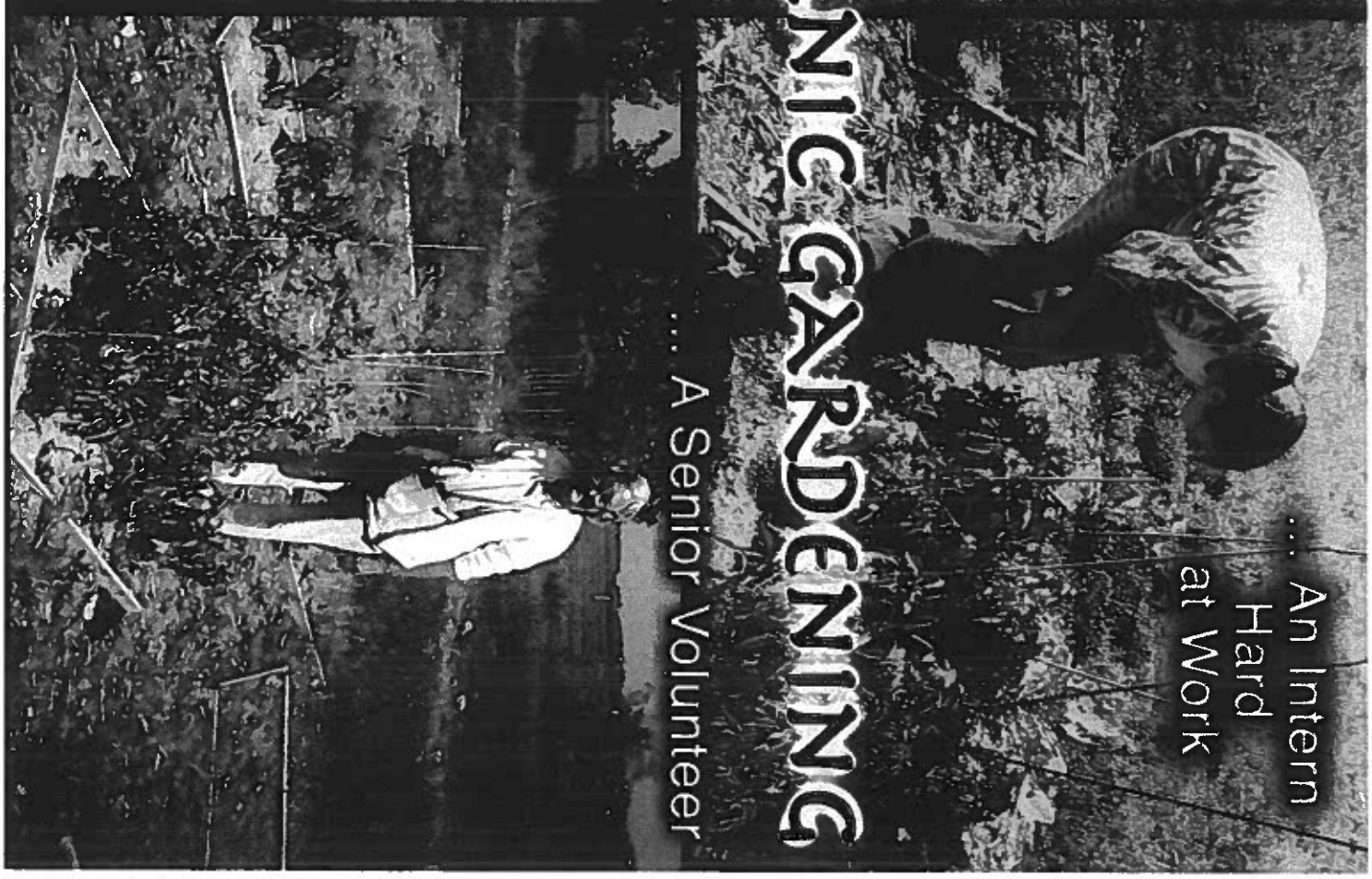




... An Intern  
Hard  
at Work

# SHARING ORGANIC GARDENING

Delivering Produce...



... A Senior Volunteer

# Growing organic gardens

before planting...

...after planting

late June

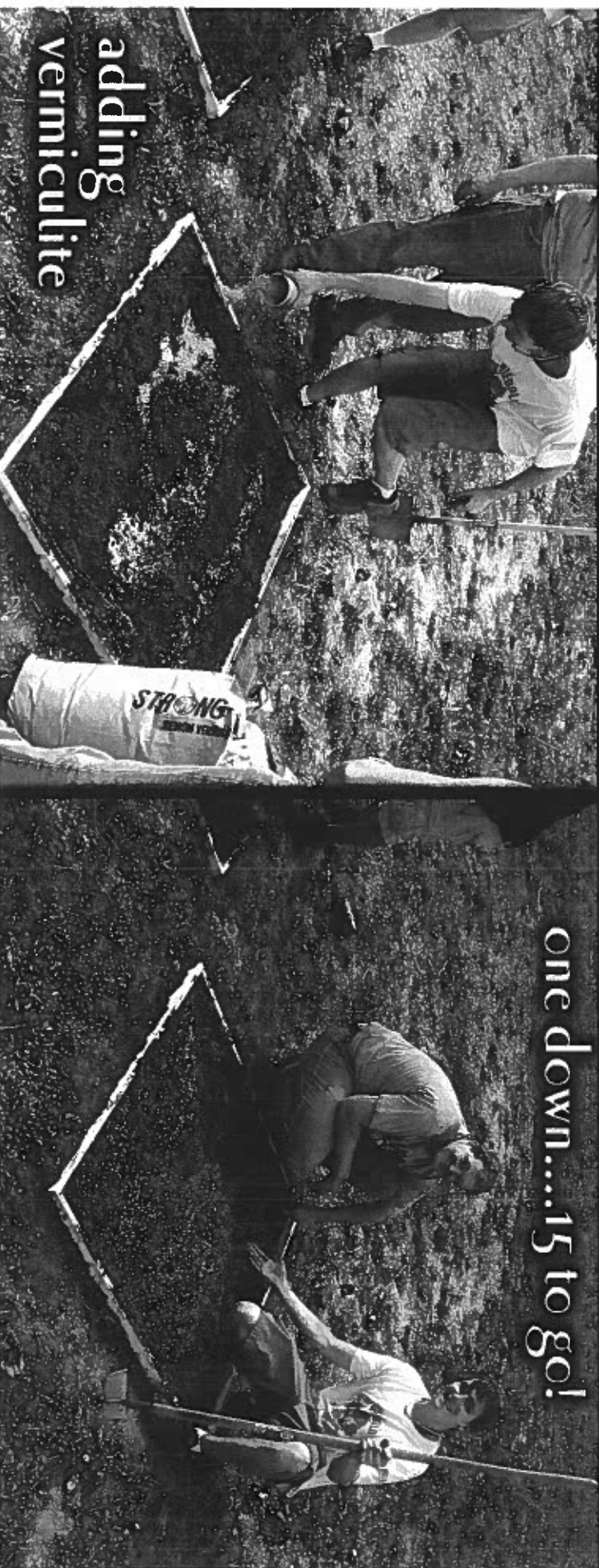
a trio





# Crossings... Bringing Organic Gardening to the Bowling Green community

getting started...



adding  
vermiculite

one down....15 to go!

ating an  
 line version  
 iversity professor  
 ices the cost of  
 books for his class  
 reating an online  
 ion of the required  
 book | Page 3

paganda  
 in was very  
 refusing  
 st columnist Sean  
 mann believes the  
 "Stroh, Vote No"  
 paign was a waste  
 me and money  
 ge 4

Ivan Colbert  
 reals he  
 s a fail

il Fools! For more  
 il Fools fun, check  
 this week's Pulse  
 ion where more  
 it pranks are  
 ailed | Page 12

is top five  
 ional commercials

Pulse's favorite five  
 mercial products  
 reviewed, including  
 Shamwow and the  
 ic Bullet | Page 12

ending time  
 th your Sib

eck out our Sibs TV  
 s special section for  
 in-depth look at this  
 ickends events, plus  
 urine from current  
 s | Page 9

ike me out  
 the ballgame

e Falcon football  
 in hopes to stay  
 defeated in the  
 AC as they face off  
 against Michigan and

"Our quality of our work should speak for itself, and their message was clear:

***They did not want us to continue and they did everything they could to stop it."***

BILL ARMALINE | FORMER CITE DIRECTOR

Community engagement directors speak out after having programs unexpectedly

# SHUT DOWN

By Kelly Metz  
 Campus Editor

On Aug. 1, 2008, Kathy Farber and Bill Armaline were informed their programs, Partnerships for Community Action and Center for Innovative and Transformative Education, would close at the culmination of the school year.

After spending countless hours writing letters, raising questions and proposing alternatives to the shut downs with no help from central administration, Farber and Armaline said they are tired of fighting.

The partnerships formed in 1996 under the direction of then President Sidney Ribeau aimed to redefine the University's relationship with the community with reciprocal partnerships. They did this by providing grants and support for several University projects and encouraged these projects and community agencies to work together.

"We were designed to link the University with the broader community and we did this by focusing on literary services, offering tutoring programs and forming other connections with BGSU and Toledo Public Schools," Armaline said. "PCA had similar goals with the inclusion of service-learning and engagement programs."

According to a letter from PCA Director Farber to PCA Advisory Board members and grantees, central administration informed the programs they needed to

become "self-sufficient" in two years time — this was in 2008.

Since they were informed of this, they have lost the administrative assistant the programs both shared and upon turning in the plans to become self-sufficient, were still told the programs had to be closed.

The letter states, "On August 1, 2008, central administration, despite a decade of glowing reviews and praise for developing new programs and 'a broad range of meaningful impact on BGSU and members of the surrounding community,' indicated that this was PCA's final year . . . our grant making partner, CITE, was also told to close at the end of the academic year. CITE Director Bill Armaline retired in December 2008."

Armaline and Farber both said they understand the crisis occurring in the economy currently and understand the budget crisis, they just wish they were given more of a chance.

"We had everything done," Farber said. "We had enough to become self-sufficient and we had enough to stay afloat. I have always worked under a budget crisis so I didn't argue and I showed them the facts. The University already made up their mind the programs would be cut."

Armaline said the University told them they were spending more funds than were being gen-

## FACING THE FACTS:

The players surrounding the controversy



**KATHY FARBER**

Said the programs could have become self-sustaining by 2010



**BILL ARMALINE**

Believes the closings reflect the University's values on engagements



**MARK GROMKO**

Was quoted in The (Toledo) Blade stating reasons behind the close



**SIDNEY RIBEAU**

Formed the programs in 1996 to link BGSU and community



**SHIRLEY BAUGHER**

Said the programs were spending more than they were making



# PROGRAMS

From Page 1

erated — reason enough for the then Provost Shirley Baugher to close the programs.

"This was just not true," he said. "We have tons of grant paperwork and letters of impact stating we were generating more than spending. We were not only supporting ourselves but helping to support offices which formed partnerships with us. The University just made the field too narrow for us to stay afloat."

Armeline added cutting programs like this really reflects the values of the institution and the provost in charge of slashing their services.

"Our quality of our work should speak for itself," he said. "And their message was clear: They did not want us to continue and they did everything they could to stop it."

According to a Toledo Blade article printed Feb. 11, Provost Mark Gromko said, "The two offices had very similar missions; in fact, they were overlapping which was part of the decision to discontinue them ... in this time of budgetary crisis, it was inefficient to have redundant centers."

Farber counters this. She said the programs should not have been closed because they fulfill the community outreach that is vital for a public University and even though there was some overlap, the programs' practically merged to save money.

"We were sharing assistants, space and even the copy machine," she said. "We dealt with engagement, they dealt with education. We wrote grants together and raked in the largest single grant in the University's history together. That is no excuse."

Gromko was also quoted say-

ing BGSU must seek partnerships and collaborations where there is a benefit to both the community organization and the University. Farber said this was wrong as evidenced by the reciprocity agreements and the Partnership Support Grant program outlined in the 2008 PCA and CITE executive summary.

The summary states, "In 1996, PCA pioneered and implemented a reciprocity agreement and the Partnership Support Grant Program designed to promote mutual benefit and reciprocity by providing funding to University and community partnerships which address issues that concern both constituencies."

Both directors said they were astonished by all the facts listed in the Toledo Blade article by Gromko because they said the facts were wrong.

"We have paper trails and even a letter from Gromko telling us to keep up the good work," Farber said. "We have sent letters and have fought as hard as we could but the University clearly has made up their mind."

Staff at the Office of the Provost, including Gromko, declined comment regarding the Blade article and closings on numerous occasions.

After months of fighting, pencil pushing and form filling, Armeline and Farber, former instructors, have decided to return to the classroom in the fall and hope the University continues engaging the community, despite the opportunities which are lost for students and faculty.

"I love PCA and have loved the opportunities provided for everyone," Farber said. "The University does not value the work the persons have done in regards to creating a whole community of scholars outside the University interesting in solving real life problems, and that's what we did."

# After changes last fall program to see more

Thanks to economic downturn, changes

By Lin Chafetz  
Reporter

Times are changing for BGeXperience — again.

BGeX, the required freshman academic program which was first offered at the University in 2001, is being changed for the 2009 academic year. These changes mark the second year in a row the program has been changed, both years due to budget costs.

For freshmen moving in Aug. 22 in the fall, the program will be concentrated on Sunday, Aug. 23, and the class sizes of values classes has increased from the previous limit of 25 students to 35.

George Agich, the director for BGeXperience, said the reasons for the changes in 2008 were due to budget cuts. As a result of the cut, the residents won't be moving in three days early, they will move in just under two.

"The size was increased up to 35 to save money," Agich said.

This won't be a problem due to the fact that most instructors of values classes are experienced faculty members and have taught BGeXperience before, Agich said.

"They know how to engage the students during their first year, and that's what it's

"If we say  
advance, it  
We've

about," Agich said. Until 2008, students moved into the residence halls on Thursday and started their first week on Friday. Trombley said the approach.

"I felt like that of time to adjust to the college environment. It gave me enough time to move in and get settled."

In 2008, however, the program was changed to a three-day introduction on one-and-a-half days with resident peer facilitators moving in on Saturday night.

The resident peer facilitators, who are sophomores, teach values classes and share about the community effort to help the more involved in Bowling Green.

Trombley, who is the resident advisor, said the way this

# WEB SITE

From Page 1

ping out from behind the wheel of a automobile and onto a bicy-

Parking is a major issue on campus, but people friendly to bikes on campus," Belmont said. Areas that are not safe for bicycles and

to secure a number of the heartier species," he explained, "but we caught three jellyfish and decided to bring the heartiest one back to see if it could survive."

The jellyfish obtains food by injecting a paralyzing poison into small fish that venture beneath

our projects," he added.

Some of the projects for which Dr. Schurr's students are using the newly-captured marine life are tests of the photosynthesis of marine algae, the molting and reproduction of lobsters, and the ability to withstand radioactivity.

## UCF Celebrating Anniversary; Library, Landscaping Planned

The United Christian Fellowship is celebrating its first anniversary in its new center today.

An interdenominational campus ministry established in 1945, the organization's new headquarters are located at 313 Thurston Ave. opposite the Alpha Phi sorority house.

"Almost a \$300,000 building, it has served its purpose well during its first year," said the Rev. Eugene M. Davis, director of the center.

"We have accomplished our purpose of changing our image from that of a closed clique group to that of an open fellowship. This is evidenced by the large number of groups that have taken part in our programs," said Rev. Davis.

The UCF is a combination of seven local churches working together.

"The UCF is not in competition with these churches, but supported and financed by them," said Rev. Davis. The participating churches are the American Baptist, Disciples of Christ, Evangelical United Brethren, Methodist, United Presbyterian, Protestant Episcopal, and the Ohio Joint Committee on Campus Ministry, which is composed of the United Church of Christ, the Congregational Christian, and the Evangelical and Reformed Church.

The center opened its doors to use from various fraternities, sororities, and honorary organizations during the year. They were allowed to meet in any of the rooms available in the building.

"Kappa Phi, Methodist Women's organization, was strengthened greatly during the year, because for the first time they had a room they could schedule a regular meeting in," said Rev. Davis.

An Orthodox group combining all orthodox religions was also established and strengthened, said Rev. Davis, "and by the end of the year the group had grown from five to about 35 members."

"We also believe we have contributed substantially to the field of study for students by having a high caliber selection of religion and theological books in our library. All students are welcome to use our library which has open stack privileges," continued Rev. Davis.

The Center also sponsored a Human Relations Workshop in which representatives of all campus organizations were invited to attend and discuss the problems of civil rights as they apply to the campus.

"We feel we have only begun to realize our full potential within the academic community and plan to expand our usefulness during the coming years," stated Rev. Davis.

Planned for the coming year is a faculty Christian Fellowship Conference, the opening of new group facilities, buying new books for the library, improving the landscaping, and placing a large sign for identification in front of the building.

The UCF has added a new full time employee, Dr. Henry L. Gerner, and promoted the Rev. Clyde Billings from intern to associate.

enjoyed doing construction work because "it provides a diversion from the ordinary routine."

The building accommodates 38 students. The two-man rooms have the following description: 15x18 feet (larger than two-man dormitory rooms), carpeting, cherry wood paneling, bathroom facilities with shower (one to every two rooms, two colonial style arm chairs, mahogany desk, and bunk beds (built by Father Ollivier) with frames made out of a very thick rust-stained wood.

He said that housing units are not found in most Newman Clubs but are not new to the Bowling Green organization. "Last year, we had three, old buildings which housed 24 men," he said. "But they were in poor condition so we tore them down to make room for the new units."

The second floor of one of the old housing units was moved to the plot of land adjacent to the chapel. It is being used to house four graduate students.

The building program began in mid-June. "We worked about 10 to 12 hours a day to have the new units ready for this semester," Father Ollivier said. Although the units are now in use, part of the exterior construction of the building is not yet completed.

"We will have to employ some professional help to finish the building before winter weather arrives," he said.

Renting of the housing units is not restricted to Catholic students.

### Dad's Tryouts Soon

Tryouts for the annual Dad's Day Variety Show Nov. 7 will be held from 6:30 p.m. to 9:30 p.m. today and Thursday in the Carnival Room.

The variety show is sponsored by the entertainment committee of the Union Activities Organization and the Varsity Club.

EVERYBODY

Goes To

DINO'S

165 N. Main

For

SPAGHETTI

—  
STEAKS

—  
SANDWICHES

KESSEL'S

Bowling Green's Store for Brand Names You Love, as Seen in Seventeen and other Fashion Magazines:

- Bobby Brooks
- Russ Togs
- Personal
- New Era
- Ship and Shore
- Betty Barclay
- Butte Knit
- Queen Casuals
- Carol Rodgers
- Tal Bott

and many others

SCHROEDER was

### Classif

Classified ads may be days and Thursdays. 3244, or sent to the Rates are 25c per line per line for 3 days, 1 day, and 25c per line more. Last and Found per line. Minimum ad

BUSINESS and

Experienced typist — term papers, theses. 137 W. Reed. 354-17

FOR SALE: Newly re home, 7 rooms with b carpeting, large lot. 14 plate. Seven miles w Broad Street. Tontog 353-5081 or 823-4415

FOR RENT: Rooms for 210 N. Enterprise, priv 354-1515.

HELP WANTED: Kitch Report to Zeta Beta T provided.

LOST: Black purse cont book, billfold, and pers Call Linda, 5 Mooney.

HOME LAI  
And  
DRY CLEA

- Professional and Dry Cle
- Coin Laundry
- Self-Service Wash—25c—5 minutes

"A Complete"  
110 West Poe



choose

Jewels



percent of students with smartphones update their social networking sites every few hours

4.6

percent of students with smartphones update their social networking sites several times an hour

What kind of updates would you lock off your newsfeed? Tweet #bgooff @The\_BG\_News



cial Networking Sites' mobile applications allow users to update more frequently

By Carol Evlaiser  
Reporter

College students with smartphones are more likely to be culprits of "over-tweeting," according to a recent study on social media and smartphone usage. A study by Dr. Louisa Ha, professor and chair of the Department of Telecommunications, and Franklin Nii Yartey, of the School of Media and Communication, revealed students 18 to 25 years of age are the most active users of Social Networking Sites such as Facebook and Twitter. Those who have more friends online, as well as a smartphone, are the ones likely to be the most frequent self-broadcasters.

Dr. Ha and Yartey collected samples from 445 University students in an online survey and invited students from 32 general education courses and three large lecture classes for a sample implied of varied ages and majors.

See STUDY | Page 9

## Student remembered r character, helpfulness

By Alex Alushoff  
News Editor

theater major, Hilary Mankin, making it big in the acting world could take years of hardship things didn't go as planned, vice was to "suck it up" and try



Hilary Mankin  
Died May 16

Hilary, 20, a Vermillion, Ohio native, died May 16, after becoming ill.

Although Hilary is gone, her ideals and character are remembered by those she knew.

"I can still hear her voice saying 'I can still hear her voice saying' and she couldn't come up with Mankin said. "She wanted to do big in that business."

See MANKIN | Page 8

The University-sponsored "Pulcon SOAR" orientation program is officially underway. The program helps guide incoming freshmen through the high school-to-college transition. Approximately 3,800 freshmen and 5,000 family members are expected to attend one of the 16 orientation programs scheduled for this summer, said Andy Alt, Director of New Student Orientation and First Year Programs.

Short for "Student Orientation, Advising and Registration," the program encourages students to interact with each other, as well as upper-class students and faculty, in an effort to get the freshmen ready for the upcoming school year, Alt said.

Alt said he believes it's important to stress the program isn't just another event, but an important transition for the freshmen.

"Orientation is a process, rather than just an event," Alt said. "We try to emphasize the college experience." Incoming University freshman Adella Johnson enjoyed orientation and said she's ready for her college experience.

"I got to meet a lot of people today (at orientation)," Johnson said. "I'm looking forward to being around a lot of people as opposed to the small town I lived in."

seen go through orientation, he said. However, not all students share this excitement.

"We see a lot of students that are ready for the transition, but others are nervous," he said. "In either case, we foster that motivation or help those nervous students feel more comfortable."

Ryan Everts, an orientation leader, said he has noticed breaking the students into smaller groups gets everyone involved.

"We try to lead them into a lot of icebreaker scenarios so everyone can get a chance to talk," Everts said.

Another focus of the orientation leaders is expressing the importance of the four pillars, the central theme of this year's orientation, Everts said.

These pillars include academic success and career development, leadership and engagement, personal relationships and fiscal relationships.

Alt said he believes that emphasizing these pillars is important to making students feel like the University is their home.

"The four pillars, personal attention given to the students and the number of people across campus that are involved with orientation really makes it feel like BGSU is there to greet them and welcome them," Alt said.

## University demolishes building, plans to add lot

By Alex Alushoff  
News Editor

For more than 20 years, Campus Minister and Rev. Bill Thompson worked at the United Christian Fellowship on Thurston Avenue, counseling students and helping them get involved in community service.

Now, the building, which stood across the street from the sorority houses and was constructed in 1963, has recently been torn down by the University and will be turned into a parking lot after two years of vacancy.

Aaron Kane, manager of Parking and Shuttle Services, said the new parking lot will add an additional 65 spaces as an extension of Lot F on the corner of Pike Street and Thurston Avenue.



Aaron Kane  
Manager of Parking and Shuttle Services

The lot will be designated for faculty and staff, and should ease the congestion in the commuter lot, which is used as overflow, he said.

Steve Krakoff, vice president of Capital Planning and Design, said it will also accommodate parking space needed for the buildings on that side of campus.

"It's a good area for parking because of the high activity in the Union and Oaks," Krakoff said.

Even though the building has been leveled, Thompson remembers

the good times spent there.

"It had a lot of space," he said. "During the holiday meals, you could gather a lot of people together."

Thompson said he also enjoyed the community of students involved throughout the years and how their awareness of people in need grew when they participated in various programs.

All together, there would be a few hundred students involved in different programs throughout the year, Thompson said.

However, in the early 2000s, the funds began to dry up from the fellowship's supporting organizations and they had to move to a smaller

See PARKING | Page 10

NEWS.COM  
eractive blotter

Visit our site for a map showing crime trends throughout

SPORTS

BG adds nine to team

Head track coach Lou Snelling adds nine recruits to his roster, naming this class at 70

FORUM

Family ties

Forum Editor Tara Keller discusses her most important mile — older

What advice would you give to freshmen?

Don't pass out on the

99

can't afford to do it all at once. Hamann performs in many arenas, from house concerts to bars. In April, he was named **Feature Musician** of the Month at Grumpy Dave's Pub on South Main Street.

Tim Concanon, who runs the Hump Day Revue at Grumpy Dave's Pub, a weekly variety show featuring local talent, said Hamann was deserving of the title.

"Ben's a really creative guy," Concanon said. "He uses a variety of chord progressions

enough to play a few songs," Concanon said. "He's really a pleasure to work with."

Childhood friend Logan Ford said he believes Hamann's dedication and musical training is what sets him apart from other musicians.

"His jazz training helped his music to not be the standard cookie-cutter stuff you hear all the time," Ford said. "His music is acoustic folk with jazz and pop influences. He also has a great understanding of literary elements, so his lyrics

are vibrant, fluid and, I'd just now perfected that one."

Hamann is currently focused on getting more gigs and is looking forward to seeing the completion of his professional album.

"I just want my music to be out there already," Hamann said.

Samples of Hamann's music and upcoming performance dates can be found at [facebook.com/BeauHamann](http://facebook.com/BeauHamann).

Grumpy Dave's Pub hosts its Hump Day Revue every Wednesday night at 9 p.m.

## PARKING

From Page 1

location a Crim Street in 2010, selling the building to the University.

But the United Christian Fellowship building is not the only building near campus that has been demolished this summer.

The University bought four properties on Wooster Street

that have also been torn down, Krakoff said.

All five properties were bought between 2002 and 2010 for a total of \$1,172,900 according to an email from Krakoff.

The properties bought on Wooster were a house and small apartment building next to the Popular Culture building, a house across from Campus Quarters and a house next to the Wooster Street Center, he said.

The buildings were in disrepair and they will be left as grass lots for now, said Krakoff.

Thompson said he understands the University's decision in demolishing the properties.

"I know they want to make the south and west side of campus look as nice as possible," Thompson said. "I don't see how they could use the buildings for any other purposes."

**ACROSS**

1 Looking casino roll  
6 Monocle's doodle  
9 Smart way to think?  
14 Probable determination  
15 Case for tiny actors  
17 Time for the pros  
18 Boy's Malory's game  
19 Lighthearted  
20 Legume polisher?  
23 Play matchmaker for  
24 "Mad Men" revenue  
26 Singer Al after a boy?  
33 Prefers with gram  
36 City known for its cheese  
37 Country rocker Steve  
38 Master of opinion  
40 Potentially built  
42 Level  
43 First sign, astrologically  
45 She played Aida in "Paper Moon"

**ANSWERS**

DOWN

10 Doot! Doot!  
11 I stand in the Angelen  
12 Phrog  
13 BBS conversations  
14 ... and away!  
15 What's the story?  
16 Fighting with peas  
17 Began dummy  
18 "Hush!"  
19 Wings one's hands, say  
20 "Let me try that again..."  
21 Three-nation pact of the '90s  
22 Estranged  
23 "Don't know Why" singer Jones  
24 Advanced teaching app  
25 Recycle won't at lunchtime?  
26 What to take it from?  
27 Cubicle reorganization?  
28 Expand, as a compressed file  
29 Malware  
30 Logo lesson verb  
31 Soft leather  
32 Pianna bils  
33 Variable quantity  
34 Didn't go on  
35 Pershing too... or read  
36 ... a hint to 26, 28, 40  
37 End 50-50  
38 Super and space ants

Download  
www.bgnws.com

**Personals**

Seeking Israeli student to tutor BG resident for 2GB per week. Call 419-601-2442.

**For Sale**

Selling 91" long couch - \$25.00 and student desk w/ hutch - \$20.00. E-mail: ukcaro@yahoo.com

**Services Offered**

Bartering, up to \$300/day. No exp. needed, training avail. call 800-965-6520 x174.

**For Rent**

Now & May - leases avail 12 mos. 130 E Washington - 1br w/ study \$600 + util. avail NOW! Call 419-354-6036 for more info.

Shamrock Studios  
Summer, semester & yearly leases, starting at \$425, includes: all util, cable, fully furnished, WiFi, cats allowed, call 354-0070 or ShamrockBG.com

THREE BEDROOM HOUSE  
avail August 2012, pet friendly, Lease req, Excellent Condition! 131 N. Church St. - \$750/mo. 3BR apt, avail Aug 2012 443 N. Enterprise. For more info call 419-308-2458.

**For Rent**

Furn. rooms, freedom of house, TV, W/D, clean & quiet, \$275/mo w/ \$100 dep. Call 419-354-6117.

Highland Management  
June, July, Aug leases avail 12mo. 220 Napoleon - 1br - \$395-\$375+el. 815803 4th - 2br - \$475-\$495+utils. 130 Liberty - 1br - \$450 + gas, elec. 130 E. Washington - 1br & 1 w/ study \$525-\$600 + utilities. 418A S. Summit - 2br - \$720 + utils. Call 419-354-6036 for more info.

**For Rent**

1 & 2BR apts, close to campus, avail June, ideal for grad student. Call Gary at 419-352-5414.

1, 2 & 3 BR apts on Marville, next to water tower. Call 419-352-5239.


1BR apts, near campus. Avail Fall 2012, \$475/mo, utils incl. Call 419-352-5882.

2BR apts, W/D, close to campus & downtown, very nice! Available in August, \$510/mo. 121 E. Court St. 419-352-0000.

Basement apt, near campus, \$350/mo, utilities included. Call 419-352-5882.

**For Rent**

\*\*houses & apts almost Jul 12-13. 321/315 E. Merry, 6BR, 40k or 3. 1BR \$470/mo - rms low as 220/mo. Eff 146 S College. \$300/mo, W/D. Also avail summer only lease. carynials.com / 419-353-0325



# ENCLAVE

## TAKE A TOUR ON JUNE 15 & ENTER TO WIN A KINDLE FIRE

## Dark Background







Ohio was cited for underage drinking under the influence at Loc 4A.

# FRI, FEB. 4

11:34 P.M.  
Jocelyn A. Almon, 21, of Bowling Green, Katherine A. Brown, 21, of Napoleon, Ohio, and Jordan R. Vack, 22, of Napoleon, Ohio, were cited for open container at City Lot 4.

# SAT, FEB. 5

12:14 A.M.  
Brett Andrew Spencer, 22, of Adrian, Mich., was cited for open container near the corner of East Road Avenue and North Enterprise Street.

# SUN., FEB. 6

12:14 A.M.  
Rebecca Jean Kolinski, 20, of Toledo, and Evan L. Prellgo, 20, of Celina, Ohio, were cited for underage possession within the influence at City Lot 2.

2:38 A.M.  
Matt D. Cahill, 29, of Columbus, and Michael J. McHugh, 21, of Mentor, Ohio, were cited for disorderly conduct/fighting near the corner of Ridge and North Enterprise Street.

3:17 A.M.  
Jarrell L. Miller, 26, of Toledo, was cited for operating a vehicle impaired within the 1500 block of Ridge and North Enterprise Street.

3:39 P.M.  
Dermella S. Johnson, 19, and Hannah E. Murray, 18, both of Bowling Green, were arrested for theft within the 2100 block of E. Wooster St.

5:01 P.M.  
Anastasia A. Deak, 28, and Anna A. Vajkova, 25, both of Bowling Green, were cited for their possession of a 100 block of W. Cuyahoga Lane Road.

9:30 P.M.  
Robert M. Zuchowski, 22, of Bowling Green, was cited for disorderly conduct within the 600 block of Frazee Ave.

1:46 A.M.  
Justin Thomas Clarke, 19, of Bowling Green, was cited for possession and underage possession near the corner of Clough Street and Mamie Avenue.

# CORRECTION POLICY

ONLINE: Go to [bgsu.com](http://bgsu.com) for the complete list.

We want to correct all factual errors. If you think an error has been made, call The BG News at 419-372-6966.

a group of people at the organization were charged \$35. The event raised a total of \$155. All proceeds will go to St. Jude Children's Hospital.

During the event, students also had a chance to win prizes in the "50/50" raffle as well as a book store gift card and two Buffalo Wild Wings gift cards that were donated for the event. Garbade, a Madden tournament and a football accuracy throw were among

He said they tried to achieve the best for all students but he hopes that in the future

# HOUSE

From Page 1

In August, the Common Good became a place for students to keep giving back and collaborate with others outside the University who are trying to make a difference.

"I want that to be an issue people start talking more about," Thompson said.

"What is the common good? It's practical, it's economic, it's also spiritual—how we're all connected."

Members have found a way to reconnect people with the

Earth as well. Focusing on sustainability, the Common Good doesn't just give food away. It also teaches people how to grow it. Directly responsible for the community garden, the Common Good has also launched a "window" box program with 120 suburban farmers.

"The idea is we build windows for people, hand them out, give them soil and vegetable or herb seeds, they grow the plant and then they come here—and trade the vegetables that they grow," Samples said.

"It's a really ambitious project, but it's about getting to know people in your area—and being mindful about where food comes from."

Trading is a frequent experiment. Each semester, the Common Good holds a "Tree Fest" an entire day of speakers, workshops, entertainment and swagging. Organizers composed a pop-a-giant garage sale with no money involved.

While a house sale community living for practical purposes, like cooking meals and eating together, the Common Good is off to a slow start.

"We just want more people to come in," Wells said.

to get the planning started for the event after he said he learned techniques for planning philanthropy events at a leadership conference at the University of Michigan.

original for the hospital in Memphis, Tenn., for August. The hospital plans about a million dollars a day to run.

Orellana said, "This [event] isn't a huge contribution but anything helps."

He said they tried to achieve the best for all students but he hopes that in the future

people in your area—and being mindful about where food comes from."

Trading is a frequent experiment. Each semester, the Common Good holds a "Tree Fest" an entire day of speakers, workshops, entertainment and swagging. Organizers composed a pop-a-giant garage sale with no money involved.

While a house sale community living for practical purposes, like cooking meals and eating together, the Common Good is off to a slow start.

"We just want more people to come in," Wells said.

they're not sure where they're for the hospital. Such an important place.

August 30th, which is the anniversary of the hospital's founding, there was a good turnout.

The food of course was the different cuisines from the different countries. We had a lot of people who came together with the hospital to support a good cause."

She also thought it was a convenient time for the hospital to hold a fundraiser.

"Everyone could really come," Mitchell said.

**WWW.BGSU.CAMPUS**

**BGSU CAMPUS CASH'S MORE**

**SIGN UP FOR**

**BGSU Campus Cash's More**

**and get exclusive deals and from local businesses sent direct**

**\* Works like a standard credit card. No extra charges.**

**DID YOU KNOW...**

**An iguana can stay under water for 28 minutes.**

**Preferred Properties Co.**

Find A Place To Call Home  
[www.preferredproperties.com](http://www.preferredproperties.com)

**MAKE YOUR MOVE IN:**

• New Homes  
• Condos  
• Townhomes  
• Single Family Homes

**BC VILLAGE APARTMENTS**

**"TOTAL EXTRA"**

**RENT ALL ABOUT IT**

First ten people to sign a 12 month lease receive a two bedroom apt for a one bedroom price!

**CALL FOR SPECIALS**

300 Maplewood Road in Bowling Green, OH

419-372-6966

**Peace Corps - 50 Years of Promoting Global Peace & Friendship**

**Be part of the next Peace Corps generation.**

**Information Session:**  
Tuesday, February 8th  
4:00 p.m.  
330 Math Sciences Building  
BGSU

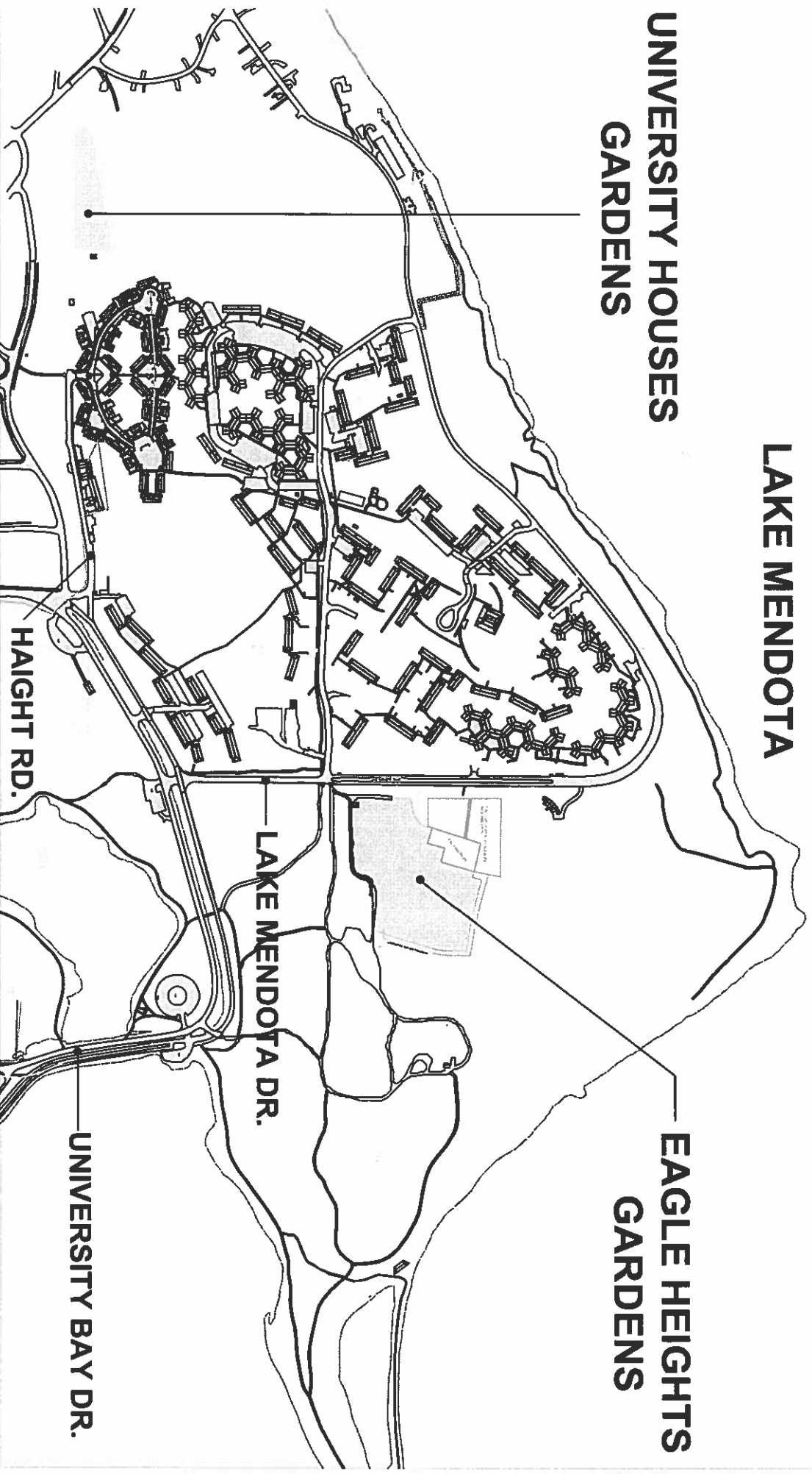
**Don't miss this opportunity to learn more about the Peace Corps!**

**Newlove Rentals**

304 N. Summit  
300 S. Main (near City Hall)

• Three bedroom houses  
• Close to campus

# EAGLE HEIGHTS and UNIVERSITY HOUSES GARDENS



LAKE MENDOTA

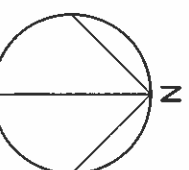
UNIVERSITY HOUSES  
GARDENS

EAGLE HEIGHTS  
GARDENS

LAKE MENDOTA DR.

HAIGHT RD.

UNIVERSITY BAY DR.



EMAIL THE GARDEN COMMITTEE AT  
[ehgardens@rso.wisc.edu](mailto:ehgardens@rso.wisc.edu)  
FIND US ON THE WEB AT  
[www.eagleheightsgardens.org](http://www.eagleheightsgardens.org)  
WRITE TO US AT  
611 EAGLE HEIGHTS, MADISON, WI. 53705

# Eagle Heights Gardens ~ University Houses Gardens

## 2013 Garden Application and Information

This application is for both the Eagle Heights and University Houses gardens. The fees, gardening season, deadlines, and workday obligations are the same. The **Eagle Heights Gardens are required to be organic; University Houses Gardens have both organically managed and "not necessarily" organic plots.** Large plots at Eagle Heights are approximately 20 x 25 feet (6 x 8 m), and large plots at University Houses Gardens are approximately 25 x 30 feet (8 x 9 m). Small plots at both gardens vary in size but are about half the size of large plots.

### APPLICATION DEADLINE – February 15<sup>th</sup>

- On-time applications will be speedily processed. Plot assignments will be posted on the garden bulletin boards and the garden website during March 2013.
- Each plot must have a separate application with a different primary gardener at least 17 years of age.
- Applications received after February 15<sup>th</sup> 2013 will be processed by date received.
- Applications will be processed as long as there are plots available.
- A waiting list will be formed when all plots are assigned.
- Gardeners may indicate plots or rows they prefer, but assignment cannot be guaranteed.
- Email lists are maintained for garden announcements and are required for communications.

### WORKDAY OBLIGATION

One gardener per plot is required to help with one workday during the gardening season. Workdays last for ~3 hours and include a variety of tasks. Workdays will be held throughout the garden season (mostly on weekends, but also occasional weekday evenings). Prior to each workday, an email will be sent requesting volunteers and those willing to lead teams. To sign up, respond to the announcement email with your name and plot number.

### FEES

Application fee per plot as follows:

	Large plot	Small plot
Eagle Heights, University Houses, and Harvey Street Residents	\$32	\$16
UW Students	\$32	\$16
UW Faculty and Staff	\$42	\$21
UW Alumni	\$42	\$21
Community Members (everyone else)	\$42	\$21
No Workday Option (per plot in addition to the above fee)	\$32	\$16

- Plots rented after June 1<sup>st</sup> will only be charged half of the plot fee due to the lateness of the season.

### JOIN THE GARDEN COMMITTEE!

The Garden Committee is the management body of the gardens and is made up of volunteers - like you! Committee members are asked to attend meetings, respond to committee discussions (often by e-mail) and manage specific projects. The Garden Committee meets monthly in the University Apartments Community Center (611 Eagle Heights). New members are always welcome. Please come to a garden meeting if you would like to get involved.

#### How to reach the Garden Committee:

E-mail: [ehgardens@rso.wisc.edu](mailto:ehgardens@rso.wisc.edu); Visit this Web site: [www.eagleheightsgardens.org](http://www.eagleheightsgardens.org)

Write to us at: Gardens, 611 Eagle Heights, Madison WI 53705

For garden discussions and questions, visit the website and click on "Forum"

#### HOW TO APPLY FOR A GARDEN PLOT:

Mail your completed application and payment to:

**Attn: Garden Plot Applications, 611 Eagle Heights, Madison, WI 53705**

Or, put your application in the depository (next to the ATM machine) in foyer of the Community Center.

**No cash, CHECKS ONLY.** Make checks payable to **Division of University Housing.**

# Gardening Rules - KEEP THIS PAGE FOR YOUR RECORDS

Your garden plot may be forfeited if any of the following occur:

1. Your garden is excessively weedy
2. You do not fulfill your workday obligation
3. You violate garden rules

## Pathways and Boundaries

- No tools, hoses or weeds in the pathways.
- Do not extend your garden plot past the boundary markers. All plants in pathways will be mowed.
- Corner markers delineate the boundaries of individual plots, and must be left in place. You may not move these markers. Contact the Garden Registrar if you are unsure of your plot boundary.
- Each plot (including plots with fences) must maintain an unplanted path through or around the edge of the plot so that other gardeners can access water and their plantings.
- **Fences: Perimeter fences around plots are discouraged.** Fences harbor weeds and obstruct mowing. Any fences that are built must be easily movable and weed free. Fences should not touch the ground for easier weeding.

## Neighborliness

- **Do not enter or pick vegetables from someone else's garden**, even if you think the plot is abandoned or neglected.
- Do not borrow garden tools or hoses from another plot, unless the owner has given you permission.
- Garden carts and community tools (tools with pink handle) should not be removed from the gardens. Return these items to the shed area. **Do not keep community tools in your garden plot.**
- Tall plantings should not be placed where they will shade neighboring plots.
- Please be especially careful of glass in the gardens; broken glass must be completely cleaned up immediately. Do not use plate glass for cold-frames.
- Each plot must be used for planting of flowers, vegetables, fruit or herbs. Unplanted plots will be reassigned to gardeners on the waiting list.
- No structures are allowed except minimal plant supports.
- Dogs are not desirable in the gardens and must be on a leash while passing through. Please consider that children often eat

directly out of the gardens and do not allow your dogs into other plots.

## Organic Gardening

- **Eagle Heights and organic section of University Houses:** Any pesticides or fertilizers used must be approved for organic production. The garden website gives information on how to maintain an organic garden. If in doubt about any material, e-mail the garden registrar.
- **University Houses:** Chemical fertilizers and pesticides are allowed with care in some areas. No pesticides/herbicides should be stored in plots.
- Human waste is prohibited as fertilizer.

## Prohibited Plants and other items

- **No fires are allowed within the gardens.**
- Do not use wood chips. (They decay too slowly and create problems for future gardeners)
- Do not plant comfrey, annual artemisia, or mint. **Do not plant trees in your garden plot.** Trees that sprout will be removed.
- **Produce from these gardens cannot be sold.** Gardeners can share vegetables with family and friends but gardeners should realize that UW staff are prohibited from accepting gifts from Housing residents.

## Weeds

- **WEEDS MUST BE KEPT UNDER CONTROL.** Weedy plots will be identified by a community jury. If your garden is identified as weedy you will be notified via email and given two weeks to clear it of weeds. If your garden is identified twice during the same year, you will forfeit the plot to the waiting list. If you wish to request an appeal to the garden committee, a written plan to avoid problems in the future will be required.
- **All weeds should be composted within your plot or taken to the weed pile.**

## Refund Policy

Gardeners who choose to forfeit their plot must contact the garden registrar before **June 1<sup>st</sup>** to receive a refund of half the fee. After this date no refunds will be given.

## No Workday Fee

Gardeners who are unable to work a shift at a workday can pay a "no workday option" fee of \$32 for a large plot or \$16 for a small plot. This fee must be paid by Dec. 1, 2013. Gardeners who do not work or pay the fee by this date will be considered new gardeners for priority purposes and will not be eligible to request their old plot back. In addition, a "late fee" of \$10 per large plot and \$5 per small plot will be assessed and the prior year must be settled before any new application will be considered.

## Garden Resources and Services

- The gardens are part of the Lakeshore Nature Preserve. Please respect natural areas outside the garden boundaries. As part of the Preserve, we observe their hours and are closed from 10 pm to 4 am.
- **Driving and Parking Private vehicles are not allowed in the garden area.** Parking is available in designated spots on Eagle Heights Dr. and at the south end of the basketball court at University Houses. Vehicles with a state issued handicap parking permit or gardeners with mobility issues should contact the garden registrar for a special permit for parking exceptions.
- **Gardening Information:** Many resources are available on the Eagle Heights Gardens web site (see <http://www.eagleheightsgardens.org/>), including a manual for beginning organic gardeners.
- **Water:** Spigots are turned on in the gardens by April 25<sup>th</sup> and turned off in the fall near the end of October. Water turn-on is subject to weather and frost considerations. The water in the gardens is Madison city water. Spigots are located within a reasonable distance of every garden.
  - Please report any water problems (by email) as soon as possible to the garden registrar at [ehgardens@rso.wisc.edu](mailto:ehgardens@rso.wisc.edu)
  - **Eagle Heights:** check the distance before you purchase your hose, as some gardens require longer hoses (75 ft) for complete coverage.
  - **University Houses:** hoses are provided.
- **Garden paths:** The common garden paths are maintained by the garden workers but gardeners should be mindful of the need to maintain the path integrity and avoid digging or trenching into this area. Paths should be kept clear and free of obstacles or plantings.
- **Garden carts:** Never tip the carts over sideways. Carts must be shared. Empty and return the cart to the garden shed when you are finished gardening for the day.
- **Compost and lake weeds:** Compost and lake plants removed from Lake Mendota are sometimes available. These are NOT fertilizers, but mixing these materials with the soil in your plot will improve the soil texture.
- **Garbage** Place all garbage in the garbage cans or dumpster at the garden entrance.
- **No plants in garbage cans or dumpster. No garbage in the weed piles.**
- **Mulch:** Leaves are collected from Eagle Heights and Shorewood Hills in October and November and delivered to the gardens. Leaves are NOT fertilizers, but spreading a thick layer will slow the growth of weeds throughout the season
- **Rototilling** is available for a \$15 fee per tilling. There can be a substantial wait at the beginning of the season but please note that there is no need to rototill a plot to begin gardening. Rototilling is NOT a substitute for weeding your plot, and garden workers may refuse to rototill a weedy plot. If you are interested in using this service, please mark on the application or email the garden registrar at [ehgardens@rso.wisc.edu](mailto:ehgardens@rso.wisc.edu).
- Maps of the gardens including plot numbers are available on the Eagle Heights Community Gardens website: <http://www.eagleheightsgardens.org>

## Plot Assignment Policy

- Due to our affiliation with the University of Wisconsin-Madison and the Division of University Housing, priority in plot assignment is given to residents of University Apartments and current students of UW-Madison. All plots are rented for a year at a time and no guarantees are made of continued use. On-time complete applications from residents and students will be processed first. If plots are still available, these will be assigned by application date in the remaining applicant categories. Returning gardeners will be given priority over new gardeners within priority class and can request to return to their previous plot. Dates of application are considered in assigning plots. Waiting lists by date received will be kept after the due date and plots will be assigned when available.

## 2013 Eagle Heights & University Houses Community Gardens Application

Your application will not be processed unless all of the information is provided and fees are paid.

### Primary Gardener (must be at least 17 years of age and is responsible for plot):

Last Name/Family Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Mailing address: \_\_\_\_\_

E-mail address (required) \_\_\_\_\_ Phone Number \_\_\_\_\_

### Secondary Gardeners (optional, will be included on general email list if address provided):

Last Name/Family Name: \_\_\_\_\_ First Name: \_\_\_\_\_

E-mail address: \_\_\_\_\_

**The following shows the order of priority used in plot assignment. Returning gardeners in good standing have priority over new gardeners and may request to renew their previous plot.**

#### Check each category that applies for the primary gardener:

- ☐ Eagle Heights, University Houses or Harvey Street resident (\$32 per large plot; 16 for small plot)
- ☐ UW student (\$32 per large plot; \$16 per small plot)
- ☐ UW faculty/staff (\$42 per large plot; \$21 per small plot)
- ☐ UW alumni (\$42 per large plot; \$21 per small plot)
- ☐ Community member (\$42 per large plot; \$21 per small plot)

#### Please check applicable boxes:

I am applying for a garden plot in:

- ☐ Eagle Heights Gardens (organic)    ☐ University Houses Gardens (organic section in A/B rows)
- ☐ University Houses Gardens (non-organic section)    ☐ Any plot is fine  
(C/D/E/F rows)

☐ I am a new gardener. Preferred rows or areas in gardens \_\_\_\_\_

☐ I would like a small plot. (Weeds and other challenges of gardening can be overwhelming! New gardeners and experienced gardeners who just want a little space are encouraged to apply for a small plot.)

☐ I gardened in 2012 and wish to request the same plot: Plot # \_\_\_\_\_ If you do not remember the plot number, provide name of primary gardener in 2012: \_\_\_\_\_

☐ I gardened in 2012 and do not wish to renew the plot:

I wish to request a new row (you may leave this blank): \_\_\_\_\_

If you are unable to participate in a workday, you are required to pay a "no workday" fee in addition to the regular plot fee. You can pay now or wait to pay by Dec. 1 if you cannot work as planned.

☐ Plan to attend a workday

☐ No workday option (Pay an extra \$32 for large plots or \$16 for small plots.)

☐ Will want to arrange to have plot tilled (extra \$15 with application)

No cash, CHECKS ONLY, payable to "Division of University Housing."

I have read and understand the application packet and agree to follow the "Gardening Rules." I will make sure that every gardener in my plot knows the rules and observes them.

Signature of Primary Gardener \_\_\_\_\_ Date: \_\_\_\_\_

**MAIL IN THIS PAGE - KEEP THE REST OF THE PACKET FOR REFERENCE.**

**Mail address: Eagle Heights Community Center c/o Gardens, 611 Eagle Heights, Madison, WI 53705 or use drop box in the foyer of the Eagle Heights Community Center.**



## *Eagle Heights Community Gardens*

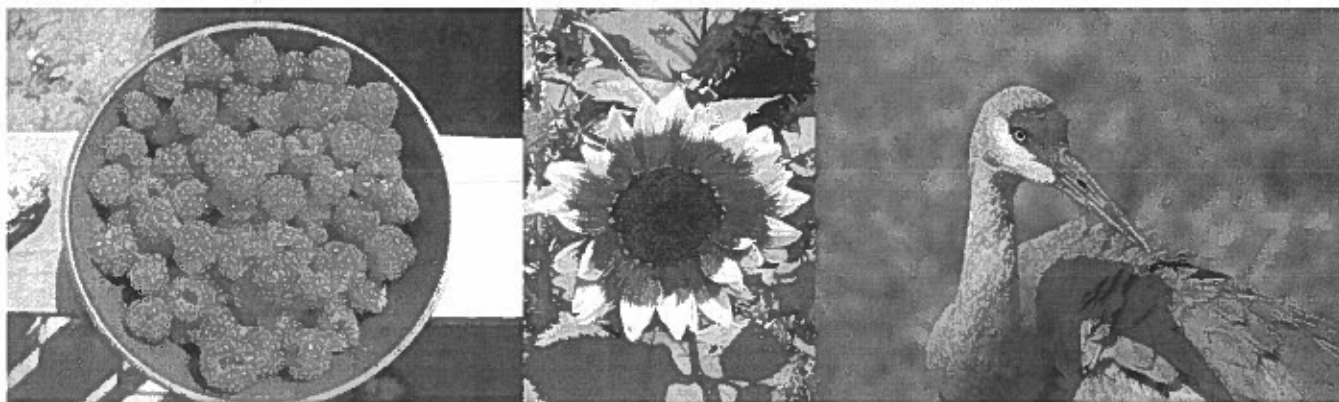
# Help grow the Gardens with a donation.



Do you love Eagle Heights Community Gardens? Do you appreciate what the Gardens provide for you and your family? Would you like to support the Gardens' efforts to add fruit trees, perennials, additional tools, and improved infrastructure? If so, please make a gift to Eagle Heights Community Gardens today.

Each year, plot fees and associated revenue barely cover the costs of the most basic repairs and upkeep. The Gardens continually struggle with balancing the need for maintenance with the desire to expand perennial and fruit plantings and to offer additional educational and recreational opportunities for gardeners.

Your generosity has the power to make the Gardens even better. Please consider Eagle Heights when making your charitable gifts this year.



Name \_\_\_\_\_ Email address \_\_\_\_\_

Address \_\_\_\_\_ Phone number \_\_\_\_\_

Please accept my gift of: ☐ \$25    ☐ \$50    ☐ \$100    ☐ \$250    ☐ other amount \_\_\_\_\_

Make checks payable to **Eagle Heights Community Gardens Fund** and mail to:

Eagle Heights Gardens Fund, UW Foundation, U.S. Bank , P.O. Box 78807, Milwaukee, WI 53278

Please tell us what you value about the Eagle Heights Community Gardens:

\_\_\_\_\_

\_\_\_\_\_

To give online, visit: <http://www.eagleheightsgardens.org/donate.shtml> and follow the directions closely.

**\*Please note: All gifts are tax deductible. Your donation has no influence on your plot assignment, but bring the thanks of all gardeners and good wishes for a plentiful harvest!**

**THANK YOU!**



## Interview Questions for Dr. Nick, Sustainability Coordinator

Holly Myers, Dr. Holly Myers, Lecturer in the Department of Sustainability

And Dr. Jane Rosser, Director of the Office of Service Learning

1. What knowledge do you have about any attempts to make a community garden on campus?
2. If you were not directly involved in the process of creating the garden, can you please leave the names of those who were involved so that I may contact them and possibly conduct an interview?
3. How were you involved in the process of trying to initiate a community garden on campus?
4. When was this community garden proposed?
5. What sites were considered for the community garden? Why were these sites considered over others?
6. To your knowledge, was a written proposal or plan submitted for this community garden concept?
7. Why do you feel the past community garden project did not reach success? (Lack of support, lack of funding, etc.)
8. How do you think a community garden would benefit students/staff/faculty?
9. Do you believe there is a support base for a community garden (i.e. would students be interested)?
10. Do you currently wish to see a community garden on campus?

## Interview Questions for Patrick Hannan, Senior Executive Chef

1. What knowledge do you have about any attempts to make a community garden on campus?
2. If you were not directly involved in the process of creating the garden, can you please leave the names of those who were involved so that I may contact them and possibly conduct an interview?
3. How were you involved in the process of trying to initiate a community garden on campus?
4. When was this community garden proposed?
5. What sites were considered for the community garden? Why were these sites considered over others?
6. To your knowledge, was a written proposal or plan submitted for this community garden concept?
7. Why do you feel the past community garden project did not reach success? (Lack of support, lack of funding, etc.)
8. How do you think a community garden would benefit students/staff/faculty?
9. Do you believe there is a support base for a community garden (i.e. would students be interested)?
10. Do you currently wish to see a community garden on campus?
11. If a community garden were established, do you think there would be the potential to utilize foods produced from the garden in campus cuisine (i.e. sauces from vegetables grown, fresh vegetables/fruits/herbs, or preserved produce)?
12. Do you happen to know how much of the food sold on campus by Chartwells is prepared from fresh ingredients, as opposed to ready-made, frozen meals/products? (Just a rough estimate)
13. Where does BGSU Dining/Chartwells acquire most of its fresh produce from?
14. Which methods do BGSU Dining/Chartwells utilize to produce ethically sound/sustainable food? (i.e. Organic, local food, Fair Trade, Gluten Free, Vegan, etc.)
15. How much emphasis is placed on procuring sustainable food products, specifically focusing on organic or local food?

You mentioned previously that you would be interested in having a community garden on campus, could you just elaborate a bit as to why?

Interview Questions for Gretel Dentine, Garden Registrar for Eagle Heights Community  
Gardens at the University of Wisconsin-Madison

Jeff Meltzer, member of the Colby Organic Farmers and Gardeners Association, from  
Colby College in Waterville, Maine

And Chelsea Graves, Garden Outreach and Education Coordinator at Virginia Tech

1. What year was the University's community garden first established?
2. How is the community garden managed (i.e. by a student organization, department on campus, etc.)?
3. When choosing a location for the community garden, what factors were taken into consideration?
4. Can you please describe the location of the garden (i.e. does it have a nearby water supply, is it located centrally on campus, etc.)
5. How is the community garden funded?
6. How does the community garden would benefit students/staff/faculty?
7. Is the garden utilized by any classes/organizations
8. How is the produce grown in the garden utilized (i.e. by students, charity, in campus dining, etc.)? Why was this option chosen?
9. What kind of produce is grown in the garden, and what methods do you use to grow the produce?
10. Do you utilize any methods to extend the growing season (if necessary)?

The lot in question was purchased by Bowling Green State University in 1974, from the City of Bowling Green. The City had owned the land since 1930, when it purchased the land from a local resident, Fred C. Moore. Prior to this time, Moore's family had owned the land for at least 20 years, and had used the land for agricultural purposes. Moore filed a petition asking the city to vacate the land, after it was acquired, so no houses or streets were created on the parcel, although our records state that a landfill was created on the site at some point during the time that the City of Bowling Green claimed ownership of the plot (Tello).

According to the Bowling Green City Public Works Department, the city built a waste water treatment plant on the site, which was in operation from 1944 to 1979. In 1974, the land ownership was transferred to the University, and in 1979 the existing water treatment plant was vacated, and a new one was built off-campus by the city. A hill and pond currently exist on this site. The pond is formed from the remnants from a spoil field that was created when the water treatment plant was demolished, and the uncapped site is classified as a landfill. The landfill on the site contains dirt and pipes that were left over from the water treatment plant (Tello).